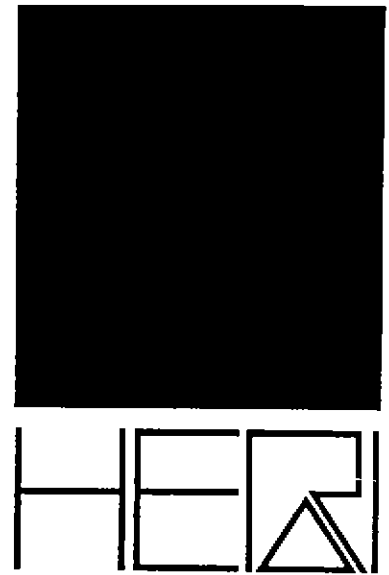


Higher Education Research Institute



EXPANDING EDUCATIONAL EQUITY IN CALIFORNIA'S SCHOOLS AND COLLEGES
A REVIEW OF EXISTING AND PROPOSED PROGRAMS 1986 - 87

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----- Higher Education Research Institute

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**CALIFORNIA POSTSECONDARY EDUCATION COMMISSION REPORT 87-9
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EXPANDING EDUCATIONAL EQUITY IN CALIFORNIA'S SCHOOLS AND COLLEGES

A Review of Existing
and Proposed Programs
1986-87

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A Report by Juan C. Gonzales and Sylvia Hurtado
of the Higher Education Research Institute to the

CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION



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The Scope and Conduct of the Study

RATIONALE

In 1984, the California Legislature adopted Assembly Concurrent Resolution 83 (Appendix C). This resolution requested the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, the Association of Independent Colleges and Universities, the State Board of Education, and the Superintendent of Public Instruction to cooperatively adopt a plan to strengthen the college preparation of low-income and underrepresented ethnic minority students in junior and senior high schools. The requested plan would increase underrepresented student eligibility rates, enrollment rates, and graduation rates in postsecondary institutions in order to adequately reflect the population of these students within the state. In compliance with this legislative request, representatives from each of the above listed educational segments, along with the Postsecondary Education Commission, developed and published a plan entitled Expanding Educational Equity in California's Schools and Colleges. The plan, which was submitted to the Legislature in March 1986, listed seven areas of concern and made specific recommendations. These recommendations according to the report "are designed to serve as general guidelines for specific segmental and intersegmental actions, as well as, a statement of priorities for educational policy makers at all levels." (1986,p.15) The seven areas for recommendation are listed accordingly: (See Appendix D for a full outline of the recommendations.)

1. Clarifying school and college responsibilities.
2. Assuring improvements in public schools.
3. Increasing higher education's services to the schools.
4. Expanding higher education's services to underrepresented students.
5. Improving educational information.
6. Improving accreditation.
7. Assessing equity efforts.

Part of Recommendation 7 of the plan calls for the Postsecondary Education Commission to review all existing and planned State funded programs of postsecondary outreach, access, and retention to determine how they can best serve the goals of ACR 83. The purpose of this report is to respond to Recommendation 7.

METHODOLOGY AND LIMITATIONS OF THE STUDY

This study delineated its goal by pursuing two main objectives:

1. Development of an inventory of all existing and newly planned outreach, access and retention programs designed to increase the number of low-income and underrepresented ethnic minority students who enroll in and graduate from California's Colleges and Universities, and;
2. Critical analysis of how these programs contribute to the achievement of the goals of ACR 83.

The scope of the study focused only on state-funded programs; local, federal or private-sector funded programs were not included. In reviewing state funding, this study did not attempt to document funding directed at student financial-aid programs. As an additional parameter for the study, individual programs were not examined; only aggregate data were used for analysis. It was not within the focus of the study to conduct individual program evaluations. However, every effort was made to review evaluation impact data of existing programs.

Given the project's limited time frame, it was not feasible to collect data directly from each of the nine U.C. institutions, nineteen C.S.U. institutions, seventy community college districts and numerous K-12 school districts. Therefore, data collection focused on central administrative offices from each of the educational segments. Letters of introduction, follow-up correspondence, and telephone calls to central program administrators yielded the data collected. Additional information was obtained by reviewing past Commission reports and California Legislative Analyst Budget reports. Administrators were requested to submit inventory program data on all State-funded educational equity programs in the following areas:

1. Name of program
2. Educational institutional affiliation
3. Goals and objectives of program
4. Number of clients served annually
5. Number of clients served annually, including data by ethnicity and gender
6. Description of all program services
7. Funding sources and levels
8. Available evaluation data which can be used to assess the impact to the program

Upon receipt of the program information, data were divided into five categories; 1) Preparatory Efforts 2) Admissions Outreach, 3) Retention Efforts, 4) Discipline-Based Efforts, and 5) Comprehensive Services Efforts. These categories are defined in the following manner:

1. Preparatory Efforts These programs seek to increase the academic aspiration or improve the academic preparation of students either (1) in junior and senior high school so that they complete the necessary college-preparatory courses and have the necessary academic skills to succeed in college, or (2) in Community Colleges so that they can make the transition to four-year college after completing two-year college objectives.

2. Admissions Outreach: These programs seek either to (1) provide information about admission requirements, tours, speakers, financial assistance and postsecondary alternatives generally in order to facilitate admission to college, or (2) provide information about a specific college in order to facilitate recruitment into that college.

3. Retention Efforts: These programs seek to strengthen the academic skills of students enrolled in college so that they can successfully complete their program in a timely fashion.

4. Discipline Based Efforts: These programs (1) provide services to increase the number of baccalaureate degrees in specific discipline area, and /or (2) incorporate faculty and teacher involvement in the development of underrepresented students.

5. Comprehensive Services: These programs provide a broad range of services including outreach, orientation, admissions, and retention, in order to increase the number of target students who enroll in and graduate from college programs.

It should be noted that the first category, "Preparatory Efforts" is introduced for the first time for use in this study. In previous state legislation and studies conducted by the California Postsecondary Commission, programs in this category were termed "Developmental Outreach". We feel this was a misnomer. The previous term "Developmental", connotes the growth of an individual student or groups of students, regardless of institutional intervention. This in essence, places the burden for the current gap in educational attainment on students, relieving the educational system of any responsibility. While placing labels on programs is indeed a difficult task, caution should be taken not to implicitly lay blame on the very students these programs are attempting to assist. It is our hope that in

using the term "Preparatory Efforts", the focus will be on the institutional interventions and program services provided to meet the needs of underrepresented students.

The category of Admissions Outreach was termed in previous CPEC reports, "Informational Outreach". The previous label of "Informational Outreach" was believed to be too restrictive in its description of services provided by these programs. Upon reviewing those programs involved in this classification, most provided much more than dissemination of information regarding financial aid and postsecondary alternatives. In addition to providing basic admissions information, current programs are involved in providing tutorials, counseling, testing, course reviews, field trips, summer programs and in some instances, they are involved in assessing students' academic strengths and weaknesses.

The category "Discipline-Based Efforts" is a new title. It is our desire to classify equity program activity in areas related to specific disciplines. In reviewing programs such as the Minority Engineering Program, the CSU's Faculty Advisors for Minority Engineering Students (FAMES), and the Faculty Mentoring Pilot Program, it is clear that these programs foster the involvement of teaching faculty, and further encourage the integration of equity programs into the core of educational institutions. Discipline-Based retention efforts operate on the assumption that academic units and teaching faculty share in the responsibility for the success of underrepresented students. The classification of these programs under Discipline-Based retention efforts draws attention to these types of efforts and encourages future equity programs to explore this viable alternative.

In conducting the critical analysis of all programs with respect to the goals of ACR 83, consideration was given to the following educational policy questions;

1. What is the status of low-income and underrepresented ethnic minority students in California's educational system?
2. Are there areas where additional educational equity programs are needed?
3. Are there areas where undesirable program duplication exists?
4. If the existing programs are continued at their current level, is it reasonable to expect that the goals of ACR 83 will be achieved?
5. Are the priorities demonstrated by State funding of the existing outreach, access and retention programs consistent with the priorities established in the goals of ACR 83?

DESCRIPTION OF EQUAL EDUCATION
OPPORTUNITY PROGRAMS, 1986-87

This section presents, in a summary format, an inventory of all existing and proposed State funded outreach, access and retention programs for low-income and underrepresented ethnic minority students. As mentioned earlier, programs were divided into five categories: Preparatory Efforts, Admissions Outreach, Retention Efforts, Discipline-Based Efforts, and Comprehensive Services. All public segments of postsecondary education, as well as, the State Department of Education, and the California Student Aid Commission currently administer programs designed to increase the number of ethnic minority and low-income students who enroll in and graduate from college.

Funding levels in 1986-87 for 21 programs, summarized in Table 1, totaled \$58.9 million in State funds, and \$13.4 million in student fee revenue. Total State and student fee monies equal \$64.2 million for 1986-87. This represents an increase of 78% since 1982-83. The total State fund appropriated for these types of programs was \$32.5 million and \$3.5 million in student fees revenue for 1982-83. Descriptive information about each of these programs is summarized in Tables 2 through 6.

In reviewing the programs, a number of interesting trends emerged. First of all, there are an increasing number of programs which represent intersegmental collaborative efforts. This is significant in that individual segments have recognized that future successes in improving educational attainment for underrepresented groups are more likely to occur through joint efforts. Institutions have taken the initiative to develop programs which require coordinated efforts between segments.

A second trend appears to be an increase in the number of academic specific, discipline-based efforts that have been initiated since 1982. It represents a move away from comprehensive efforts to programs which are becoming increasingly specialized in focus. Discipline-based programs seek to remedy the underrepresentation of minorities in specific fields. However, these are small programs and represent a small proportion of total funds currently directed at equity programs.

A third pattern, in recent program development, has evolved which addresses the need for increased preparatory efforts aimed at K-12 students. Several new programs such as the California Academic Partnership Program (CAPP), the College Admissions Test Preparation Pilot Project, the College Readiness Project, and the Retention of New Teachers in Inner City Schools Program address

TABLE 1. SUMMARY OF EQUITY PROGRAM FUNDING, 1986-87

Program Name	State General Fund	Student Fees	Total Funds
Preparatory Efforts			
UC Academic Enrichment	\$200,000		\$200,000
INTSEG California Academic Partnership	\$1,500,000		\$1,500,000
SDE College Admissions Test Preparation Pilot Project	\$300,000		\$300,000
CSU College Readiness Program	\$480,000		\$480,000
SDE Demonstration Programs in Reading and Mathematics	\$4,367,000		\$4,367,000
UC Early Outreach	\$2,685,750	\$895,250	\$3,581,000
INTSEG MESA	\$1,803,000		\$1,803,000 a
SDE Retention of New Teachers in Inner City Schools	\$400,000		\$400,000
Subtotals	\$11,735,750	\$895,250	\$12,631,000
Admissions Outreach			
UC Immediate Outreach	\$549,750	\$183,250	\$733,000
CSU Core Student Affirmative Action	\$3,256,000		\$3,256,000
INTSEG Transfer Center Pilot Program	\$3,373,000		\$3,373,000
INTSEG CAL-SCAP	\$497,000		\$497,000 b
Subtotals	\$7,675,750	\$183,250	\$7,859,000
Retention Efforts			
CSU Intensive Learning Experience	\$2,737,000		\$2,737,000
UC Student Affirmative Action Support Services	\$1,751,250	\$580,750	\$2,332,000
CSU Summer Bridge	\$3,080,000		\$3,080,000
Subtotals	\$8,152,000	\$8,152,000	\$8,152,000
Discipline-Based Efforts			
CSU FAMES	\$68,420		\$68,420
CSU Faculty Mentoring Pilot Program	\$500,000		\$500,000
INTSEG Minority Engineering Program	c		c
Subtotals	\$568,420	\$0	\$568,420
Comprehensive Services			
UC EOP		\$4,201,000	\$4,201,000 d
CSU EOP	\$11,723,225		\$11,723,225 d
CCC EOPS	\$19,119,000		\$19,119,000 d
Subtotals	\$30,842,225	\$4,201,000	\$35,043,225
TOTALS	\$58,974,145	\$10,431,500	\$64,253,645

a Corporate gifts are not included in these totals.

b Institutional matching funds are not included in these totals.

c MEP funding is included as part of the MESA allocation

d Financial assistance grants for students are not included

TABLE 2 PREPARATORY EFFORTS

Program Name	Target Groups	Start Year	Segment	Sites	Clients	Funding	Source
Academic Enrichment Program	Ethnic minorities in 10th and 11th grade	1978	UC HS	3 30	85-86 547	\$200,000	State funds
California Academic Partnership CAPP	Students enrolled in 7th through 11th grades	1984	CSU CCC UC HS	*	*	\$150,000	State funds
College Admissions Test Preparation Pilot Project	Ethnic minority and low income students in secondary schools	1986	SDE	9	N/A	\$300,000	State funds
College Readiness Program	Black and Hispanic students in grades 6th through 8th and CSU undergraduates interested in teaching careers	1987	CSU JR	5 21	N/A	\$480,000	State funds
Demonstration Programs in Reading and Mathematics	Low income students in 7th through 9th grades	1969	SDE	30	10,000	\$4,367,000	State funds
Early Outreach	Ethnic minorities in 8th through 11th grades	1976	UC JR HS	9 219 245	14,054 12,491	\$3,581,000	State funds Student fees 75% 25%
Mathematics, Engineering & Science Achievement MESA	Underrepresented high school students	1970	CSU UC IND HS	10 2 4 131	5,184	\$1,803,000	State funds Corp gifts not included
Retention of New Teachers in Inner City Schools	Assist first year teachers in schools with a high proportion of minority students	1976	CSU SDE	2	N/A	\$400,000	State funds

* See Program description in Appendix A

Table 3 ADMISSIONS OUTREACH

Program Name	Target Group	Staff Year	Segment	Clients 85-86	Funding 86-87	Source
California Student Opportunity and Access Program CAL SOAP	Ethnic minority and low-income students in high school and community colleges	1979	CSU UC CJC	5 34,209	\$500,000	State funds 50% Institutional funds 50%
Core Student Affirmative Action	Ethnic minority students in the senior high schools	1979	CSU	19	N/A	\$1,156,000 State funds
Immediate Outreach	Ethnic minorities in the 11th grade and community colleges	1978	UC	9	N/A	\$733,000 State funds 75% Student fees 25%
Transfer Center Pilot Program	Potential community college transfers, especially underrepresented students	1985	CCC CSU UC	20 14 8	29,350 \$1,173,000 \$10,332	State funds State funds State funds

* The number of underrepresented students from total

TABLE 4 RETENTION PROGRAMS

Program Name	Target Group	Staff Year	Segment	Clients 85-86	Funding 86-87	Source
Intensive Learning Experience	Students scoring in lower quarter of English placement and entry level math exams	1985	CSU	13	5,800	\$2,737,000 State funds
Student Affirmative Action Support Services	Ethnic minority and low-income students	1976	UC	9	N/A	\$2,135,000 State funds 75% Student fees 25%
Summer Bridge	Underrepresented minority students	1985	CSU	19	2,000	\$1,080,000 State funds

TABLE 5 DISCIPLINE-BASED EFFORTS

Program Name	Target Group	Start Year	Component	Clients	Funding
Faculty Advisement of Minority Engineering Students (FAMES)	Business, Math, Science and Engineering Faculty and students	1980	CSU	Faculty 38 students 164	\$103,120 state funds
Faculty Mentoring Pilot Program	Underrepresented minority students	1986	CSU	600	\$500,000 letter funds
Minority Engineering Program	Underrepresented minority students in engineering	1982	CSU UC	883	* state funds corp gifts not included

* HEP funding is included as part of MESA allocation

TABLE 6 COMPREHENSIVE SERVICE EFFORTS

Program Name	Target Group	Start Year	Component	Clients	Funding
Educational Opportunity Program EOP	Ethnic minority and low-income students in need of academic support services	1964	UC	13,000	\$4,201,000 student fees
Educational Opportunity Program EOP	Low-income and educationally disadvantaged students	1960	CSU	26,336	\$11,700,000 state funds
Educational Opportunity Program and Services EOPS	Students with language, social, and/or economic disadvantages	1960	CSU	47,000	\$19,119,000 state funds

this need. Additionally, there are a number of recently proposed programs in this area. Table 7 presents proposed programs, for the 87-88 budget cycle, listed by segment, program type, and allocation request.

These proposed programs were developed during the Spring of 1986 by representatives from UC, CSU, CCC, and K-12. They agreed to propose new initiatives, of an intersegmental nature, to focus on access and success in higher education. Eleven program proposals totaling \$10,469,000 were presented for funding in 1987-88. Seven were new initiatives, and three requests for augmentation to improve existing programs. The budget request proposed distribution by segment accordingly:

University of California	\$2,028,000
California State University	2,500,000
California Community Colleges	1,003,000
State Department of Education	4,938,000

The areas for proposed funding are (1) student preparation, (2) transfer and articulation, (3) teacher education, and (4) educational research. A brief description of proposed programs can be found in Appendix B. This new budget request indicates an increased awareness on the part of public educational segments concerning state policy directions in the development of comprehensive programs, the enhancement of access opportunities for underrepresented students in compliance with ACR 83; the improvement of teacher preparation, and the initiation of research efforts on problems confronting public schools. These consolidated programs reflect a strong priority in pursuing ACR 83 objectives. It is hoped that these proposals will receive full review and deliberation prior to funding.

PERSPECTIVE THROUGH ACR 83

ACR 83 calls upon all educational segments to adopt a plan with specific recommendations that will:

1. Significantly strengthen the colleges preparation of low-income and underrepresented ethnic minority students in junior and senior high schools so that, by 1990, the income and ethnic composition of secondary school graduates eligible for admission to public four-year colleges will be at least equal to or greater than the income and ethnic composition of secondary school graduates in general.

2. Sufficiently expand and reorganize necessary academic and student support activities at the community colleges as well as expand the necessary cooperative activities by the four-year institutions so that by 1990 the income and ethnic composition of students completing vocational technical programs, or transferring from Community Colleges into four-year institutions will be at

TABLE 7

SEGMENTS CONCERNED AND FUNDS PROPOSED
IN RESPECTIVE BUDGET PROPOSALS

PROGRAM	UC	CSU	CCC	SDE	TOTAL
STUDENT OUTREACH	No major program improvements proposed				
STUDENT PREPARATION					
1. Faculty Participation in High School Accreditation	X	X	X	\$2,389,000	\$2,389,000
2. Postsecondary Programs with Intermediate Schools	X	\$1,000,000		\$400,000	\$1,400,000
3. Regional Cooperation in Student Preparation	X	X	X	\$499,000	\$499,000
TRANSFER AND ARTICULATION					
4. Model Curriculum and CCC/K-12 Basic Skills Project			\$853,000	X	\$853,000
5. Puente: Hispanic Transfer Student Preparation	\$150,000	X	\$150,000		\$300,000
TEACHER EDUCATION					
6. Recruitment of Minorities to Teaching	X	\$1,500,000	X	X	\$1,500,000
7. Teacher Institutes: Preservice Education	X	X	X	\$700,000	\$700,000
8. Curriculum Institutes	X	X		\$950,000	\$950,000
9. Cal. Writing Project	\$300,000	X		X	\$300,000
EDUCATIONAL RESEARCH					
10. University/Schools Cooperative Extension Program in Education	\$578,000	X		X	\$578,000
11. Univ. Research to Improve School Practice	\$1,000,000	X		X	\$1,000,000
	\$2,028,000	\$2,500,000	\$1,003,000	\$4,938,000	\$10,169,000

least equal to the income and ethnic composition of students enrolling in Community Colleges.

3. Sufficiently strengthen and reorganize the necessary academic and support services so that, by 1995, the income and ethnic composition of baccalaureate degree recipients from California colleges and universities will be at least equal to the income and ethnic composition of secondary school graduates in 1990.

In addition, ACR 83 clearly states that it is concerned particularly with students from economic, ethnic or racial backgrounds who have been historically underrepresented in postsecondary education. The plan that is to be developed and adopted by all segments should concentrate on the following items:

1. Emphasize shared responsibility for cooperative, coordinated efforts by the secondary, postsecondary, and graduate institutions.

2. Identify priorities for action and the institutions responsible, as well as, the resources required for implementing these actions.

3. Involve comprehensive institutional efforts coordinating all existing school and campus resources to meet the educational needs of all students.

4. Coordinate these strategies with efforts to implement the "Statement on Competencies in English and Mathematics Expected of Entering Freshman" prepared by the statewide senates of the three postsecondary education segments.

5. Include a mechanism to evaluate annually progress by each of the segments to the achievement of the goals identified in ACR 83. (ACR 83)

POLICY QUESTIONS

In drawing conclusions about these programs with respect to the intent of ACR 83, the following policy questions were addressed in order to guide the analysis.

What is the status of low-income, ethnic minority and underrepresented students in California's educational system?

THE PARTICIPATION RATE OF LOW-INCOME AND UNDERREPRESENTED ETHNIC MINORITIES IN POSTSECONDARY EDUCATION CONTINUES TO BE CONSIDERABLY LESS THAN FOR WHITE STUDENTS. In implementing ACR 83, the legislature recognized the critical need to address the educational gap between white students and underrepresented ethnic minority students. The goals of ACR 83 are indeed a monumental challenge to California's educational institutions. The fiscal cost will undoubtedly be high; however, nowhere close to the cost of neglecting to educate an ever increasing proportion of California's citizenry.

Display 1 depicts the participation of low-income and underrepresented ethnic minorities in postsecondary education. The Postsecondary Education Commission (1986) issued the following statistics to illustrate the underrepresentation of California's two major ethnic minorities--Black and Hispanic youth:

Among every thousand Black ninth graders in 1979-80, only 67 of them were eligible for freshman admission to the University of California or the California State University on graduating from high school in 1982-83--- compared to 101 of every thousand Hispanic ninth graders and 292 of every thousand ninth graders in general.

As Display 1 indicates, however, only 253 of the thousand Hispanic ninth graders enrolled in one or another of California's public colleges or universities within a year of graduating from high school, compared to 322 of the Black students and 409 of all students. Of the Hispanic students, 198 enrolled at Community Colleges, compared to 262 of the Black students and 293 of all students. Thirty-six of them enrolled at the California State University, compared to 64 of all students. Nineteen of them enrolled at the University of California, compared to 25 of the Black students and 52 of all students.

Among the 55 Hispanic students who enrolled at the State University or the University of California, 28 were admitted under special admissions, and their chances of graduating were far less than those of the 27 admitted under regular admission. Thus of all 55, only 17 are likely to receive their bachelors' degree within five years-- eight of them from the University of California, and nine from the State University.

Among the 70 Black students who enrolled, only 31 were admissible under regular admission, while 39 enrolled under special admission-- and only 16 of the 70 are likely to graduate within five years-- ten from the University and six from the State

DISPLAY 1 Fewer Black and Hispanic students graduate from high school, enroll in college, and graduate from the State's public universities than most students.

ALL STUDENTS

Out of every 1,000 ninth graders of all ethnic groups.

760 graduate from high school.

293 enroll as Community College freshmen.

64 enroll as California State University freshmen

52 enroll as University of California freshmen.

13 graduate from the State University within five years

31 graduate from the University of California within five years.

Out of every 1,000 Black ninth graders

667 graduate from high school

262 enroll as Community College freshmen

45 enroll as California State University freshmen

25 enroll as University of California freshmen.

6 graduate from the State University within five years.

10 graduate from the University of California within five years.

BLACK

Out of every 1,000 Hispanic ninth graders:

661 graduate from high school.

198 enroll as Community College freshmen.

36 enroll as California State University freshmen.

19 enroll as University of California freshmen.

9 graduate from the State University within five years

8 graduate from the University of California within five years.

HISPANIC

Source: California Postsecondary Education Commission staff analysis of California State Department of Education data on 1979-80 ninth graders and 1982-83 high school graduates, State University and University of California reports on retention and five-year graduation rates, and Commission data on postsecondary enrollments and degrees granted.

University.

Far more Asian and white students who enroll at the State University or at the University are admitted under regular admission than under special admission--and are thus more likely to graduate. As a result, out of all 116 students of every ethnic background who enroll, 44 are likely to graduate within five years--- 31 from the University, and 13 from the State University.

Some Black and Hispanic students who enroll in Community Colleges as freshman in 1983 will eventually transfer to the University or the State University and receive their bachelor's degree in addition to these few students, but far fewer Black and Hispanic students transfer from Community Colleges to four-year institutions than white students, in terms of their proportions among Community Colleges students generally. (1986,p.7)

The preceding data by the Commission clearly depicts the increasing educational attainment gap as students progress through the various segments of education in California. It is the intent of ACR 83 to stimulate change in order to reverse the current gap in educational attainment at the secondary level by 1990, and by 1995 in the postsecondary level. Reports by the Commission, the Achievement Council and various other educational agencies provide ample documentation regarding the educational achievement of low-income and ethnic minority students, it is not the goal of this report to conduct this type of literature review. It is imperative, however, to stress that the intent and goals of ACR 83 acknowledge the severity of the problem and the need for directed action exemplified by the establishment of measurable goals with dates by which these goals are to be achieved.

Are there areas where additional educational equity program services are needed?

Additional educational equity program services will be required in several areas. IN THE AREA OF PUBLIC SCHOOL IMPROVEMENT, IT IS EXPECTED THAT MORE SERVICES WILL BE NEEDED IN ORDER TO ACHIEVE THE GOALS OF ACR 83. Although the Legislature, in the 1983-84 Budget Act, stated that "secondary schools should have the leadership role in preparing secondary school students for college" and that "supplementary services for low-income and ethnic minority students should be provided cooperatively by secondary and postsecondary institutions", the current level of funding for these programs is limited. Given the priority to increase the number of low-income and underrepresented minority students, funding priorities should be shifted to schools with a

high percentage of these target students. It is necessary to acknowledge that many public schools serve low-income and underrepresented students in low-income communities. Recent legislation (the Hart-Hughes Educational Reform Act of 1983) seeks to reform and improve the overall quality of California's public schools, yet specific attention needs to be directed at those schools with limited resources. Overall reforms need to continue and educational equity programs should be increased at the elementary and secondary level in order to assist the next generation of Black and Hispanic students through the final stages of the educational pipeline.

A SECOND AREA THAT SUGGESTS ADDITIONAL EXPANSION, IS IN THE CATEGORY OF DISCIPLINE-BASED RETENTION EFFORTS. Data presented in response to the first policy question indicate that Hispanics and Black students are not graduating from secondary or postsecondary institutions equal to the rates of Asian and white students. While there has been an increase on programs aimed at specific academic areas, programs such as the Minority Engineering Program (MEP) need to be strongly encouraged. It is crucial, vis a vis the intervention strategies employed by these specific academic programs, to foster the involvement of academic units and the teaching faculty in the development of underrepresented students. These discipline-based retention efforts also serve to increase the representation of certain groups in fields that maybe critical to the state's economy.

A THIRD AREA THAT REQUIRES ADDITIONAL SERVICES IS IN THE AREA OF INCREASING THE NUMBER OF TRANSFER STUDENTS. Data indicate that while Black and Hispanic students do transfer to the University of California or the State University; far fewer transfer than white students, relative to their proportions among Community College students. It is encouraging that the intersegmental Transfer Center Pilot Program has been funded for three years. This pilot program however; is aimed at a small number of participating clients, there are only 20 sites operating in various community college catchment areas in the state. Increasing the number of transfer programs at community colleges is an area for expansion, particularly at those institutions that serve high numbers of Black and Hispanics. In reference to the Community College EOPS program, it was recommended by the Intersegmental Task Force in the report entitled, Facilitating the Transfer of Community Colleges EOPS Students to California's Public Universities (1985), that EOPS should increasingly emphasize the transfer function among their services and goals. A report produced by Educational Evaluation Associates entitled, EOPS Operational Program Review: 1985-86 Annual Report, stated that "Transition was perhaps the weakest of all components in the EOPS programs reviewed this year. In a number of instances, no unique EOPS transition component existed".

THE FOURTH AREA THAT REQUIRES ATTENTION, IS IN THE BROAD AREA OF ENCOURAGING WIDER INSTITUTIONAL RESPONSIBILITY FOR EDUCATIONAL

EQUITY PROGRAMS. A broader context, beyond the question of additional services, is required. This larger context provides an understanding of the extent to which a number of organizational changes will be required in order to achieve ACR 83 goals.

This policy question, addressed in a broader context, is a difficult question to attempt to answer. The difficulty arises from having to consider the following facts: the past achievements of equity programs; the fact that California will change dramatically from a predominantly white society to a projected "minority-majority" state, the economic dangers of not having a well-trained labor force in the very near future; the political impact of fostering a dual society in which there is a white, well-educated segment and a poorly-educated ethnic "minority-majority"; and the growing sentiment in some sectors of society that special programs have done "enough" to assist ethnic minority people and should perhaps regress from the past twenty years of affirmative action type programs. The above considerations imply that unless effective programs and services are provided, educational equity will not be achieved. Current efforts and future goals need to be assessed with respect to anticipated outcomes of current programs. In essence, will the current programs yield outcomes that will ensure compliance to ACR 83 goals? Current efforts, as reviewed in this study, are not likely to produce the results necessary to achieve the goals of ACR 83. This statement is made based upon the review of the goals and funding of current programs and the outcomes produced by these programs. At status quo, current programs will continue to serve only a small fraction of those students in need of assistance and will continue to be implemented as "add-on" programs to educational institutions. The disparity is extremely large, given the number of students not succeeding in public schools relative to number of clients served by the programs. An infusion of resources, a commitment and a re-dedication by all educational institutions will be required in order to achieve the goals of ACR 83.

It must be noted that California's colleges and universities have been at the forefront of initiating and providing nationally respected equal educational opportunity and student affirmative action programs. While many of these programs have taken a lead in providing opportunities in higher education, they have been less than totally successful. As the data indicate in Display 1, Black and Hispanic students tend not to progress through the educational system and exit at a lower grade level than do white students. This exiting of Black and Hispanic students in the earlier grade levels leads to an increasing underrepresentation in postsecondary institutions. The efforts of educational equity programs have increased the numbers of underrepresented minority students enrolled in postsecondary education, however, the numbers graduating from four-year institutions have not increased at a corresponding rate according to the data in Display 1. Out of every 1,000 Black ninth graders, only 6 graduate from the

State University within five years and 10 from the University of California. Out of every 1,000 Hispanic ninth graders, only 9 graduate from the State University within five years and 8 will graduate from the University of California within five years. In describing equal educational opportunity programs the Commission (1986) states the following:

Generally, these small individually based programs have achieved many successes, but they have been limited in scope and orientation. They have served only a fraction of the students who could benefit from them and they have been "compensatory" or "remedial" in approach-- frequently aimed at rescuing low-income and underrepresented students from academic difficulties, rather than preventing the difficulties from arising.(p.7)

While many programs have attempted to improve educational equity, a large portion of ethnic minority students have not attained equal access and retention. Programs have helped to increase the number of minority students enrolled in postsecondary education, however, the number has not been substantially improved. Efforts have been isolated and, at times, removed from the central mission of educational institutions. Educational equity programs have not been incorporated into a number of critical components in educational institutions. In the areas of teaching, research, community service, student support services, and outreach efforts, equity programs have at times been isolated. It should be noted, that there has been resistance on the part of some institutions, as well as, on the part of some equity programs to resist integration into the overall structure of educational institutions. It is not our intention to lay blame for the resistance; it is our intention to encourage a process which will comprehensively ensure that equity programs are critical components of educational institutions. A balance must be achieved between program autonomy and ensuring institution-wide commitment. Equity efforts will be strengthened if they are integrated into the core of an institution's teaching, research, support services, outreach efforts, and community service functions.

Equal educational opportunity programs have generally been regarded as an isolated activity--- as an "ad hoc" function of an institution. In a report published by the Achievement Council entitled Excellence for Whom, the authors emphasize the need to take immediate action and for educators to accept their primary responsibility to improve achievement among low-income and minority students. The Achievement Council states the following in reference to action educators should undertake:

How then do we proceed? Do we need to create a new program to address the cause of each individual problem we identify? We think not. For one thing, special add-on responses to student problems have not proven themselves capable of generating significant improvements in student achievement and sustaining those improvements over time. For another, it seems to us inappropriate (and slightly ridiculous) to mount a series of "affirmative action" programs for ethnic and poor youngsters and then to consider our obligation to those youngsters fulfilled: they are, after all, over half of our student population. Does a school with an enrollment over 80% Black have to have a special program to increase Black achievement...or does the whole school have that responsibility? (1984, p.2)

The intent of this discussion is not to argue for the elimination of present programs, but rather, to attest to the exigency of the situation. Educational institutions must recognize that future success will be accomplished only if educational equity is a pivotal concern of our educational institutions. There exists a need to widen the level of responsibility and participation in these types of programs. The size and complexity of this educational problem can not rest solely on the staff of "add-on programs". Teachers and college faculty will have to participate in order to make a significant impact. If only those individuals involved in existing educational equity programs attempt to solve this educational attainment gap, the goals of ACR 83 are not likely to be met. However, in calling for wider responsibility and participation, caution should be taken to protect the program's current breadth and scope. Broader institutional involvement should not represent a dilution of equity goals.

Until recently there were very few equal educational programs that attempted to work cooperatively in order to achieve their goals. The California Student Opportunity and Access Program (Cal-Soap) was, up until 1985, the only major State level intersegmental program that involved local schools, Community Colleges, and four-year colleges. Currently, there are six programs that are working cooperatively:

- Cal-Soap
- MESA
- Intermediate School College Readiness Program
- Retention of New Teachers in Inner City Schools
- Transfer Center Pilot Program
- California Academic Partnership Program

The programs listed above indicate a willingness on the part of educational segments to work cooperatively. In the proposal submitted to the State Department of Finance by the Task Force on Planning and Coordination of Outreach and Student Preparation Programs, the proposal stated the following, "Extraordinary

efforts are required to make sure that youngsters from all socio-economic groups are able to take full advantage of California's unique higher education opportunities and programs". The proposal submitted eleven programs for funding in 1987-88 (see Table 7), in an effort to address equity issues in California's educational institutions. In reviewing the proposed programs, not all provided explicit objectives and clear descriptions of services and activities. Based on current services and areas that require additional attention, the following proposed programs are recommended for 1987-88 funding:

1. Regional Cooperation in Student Preparation
2. Postsecondary Programs with Intermediate School Efforts
3. Model Curriculum and Basic Skills Project
4. Puente
5. Recruitment of Minorities to Teaching

These proposed programs focus on student preparation, transfer efforts, and teacher education. As stated earlier in this report, additional services are needed in these areas. These programs demonstrate obtainable goals in an area that warrants additional efforts.

Changes can best be achieved if secondary and postsecondary educators work cooperatively. An example of the new direction in funding and in the encouragement of cooperative arrangements is the California Academic Partnership Program (CAPP). This project, funded in 1984, attempts to improve the academic preparation of public secondary students for college through cooperative secondary/postsecondary projects. This program is administered by the California State University and currently has 17 partnership projects, with three assessment projects. Nearly four million dollars in state funds have been provided for this effort during 1984-87.

Priority should be given to those programs that are clearly integrated and have the total support of their institution. This does not mean a letter of support from Chancellors, superintendents or presidents; rather, it requires extensive responsibility and direct involvement by administrators, teachers, and college faculty. Programs should be explicit in their goals and demonstrate the ability to evaluate impact. Programs should, whenever possible, demonstrate their joint involvement/participation with other segments.

Are there areas where undesirable duplication exists?

IN REVIEWING EACH PROGRAM'S GOALS, OVERALL CLIENTS SERVED, AND SPECIFIC TARGET GROUPS SERVED, IT WAS DETERMINED THAT UNDESIRABLE DUPLICATION DOES NOT APPEAR TO EXIST IN THE AREAS OF PREPARATORY AND ADMISSIONS EFFORTS. In the areas of retention efforts,

discipline -based efforts and comprehensive services duplication was not clearly identifiable. Given the variety of services, from campus to campus, it was not clear whether programs overlapped in attempting to serve the same students. While some institutions demonstrate the ability to track student progress, data does not reflect this to be the case for all programs. Data collected for this report was primarily aggregated by each educational segment, thus determination of specific duplication at individual institutions was not possible. In view of the large number of programs and clients served, an in depth study is required in order to reach decisive conclusions on this question.

IT IS EVIDENT THAT THERE HAVE BEEN EFFORTS AIMED AT REDUCING DUPLICATION OF SERVICES. There has been an increased desire on the part of the Legislature, as well as, secondary and postsecondary educators to improve the delivery of admissions outreach services. These services have been criticized in recent years by the Legislative Analyst Office and by the Commission for duplication of efforts. The different segments have responded and have eliminated most of the duplication in recent years. Consolidation of effort was accomplished through intersegmental cooperative initiatives. Secondary and postsecondary institutions have increasingly coordinated their efforts and thus improved their effectiveness.

Cal- SOAP was one attempt to consolidate outreach efforts in order to reduce duplication of effort. In a recent evaluation report by the Commission (December, 1986) on Cal-SOAP, it was concluded that the Cal-Soap interinstitutional model for administering outreach should "exist in all communities where sizeable populations of historically underrepresented groups are present" (p.29). The Cal-Soap model was found to be an effective tool in increasing the participation of students from low economic and underrepresented ethnic backgrounds in postsecondary education. It is not suggested that all statewide admissions outreach efforts should be accomplished using the Cal-SOAP model; however, this model, according to the Commission, has been found to be effective with Black and Hispanic students. It would be beneficial to consider expansion of this model in communities that traditionally do not send low-income or underrepresented minority students to postsecondary education.

The California State University recently released a report entitled Educational Equity in the California University--Which Way in the Future? (1986), this report specifically addresses the duplicative aspect of their Educational Opportunity Program and the Core Student Affirmative Action Program. The report proposes a new model which maintains traditional equity programs such as EOP and Core/SAA, but also, redefined their primary responsibilities. The proposed model provided mechanisms for

reducing program duplication, broadening institutional responsibility, and clearly identifies programmatic responsibility in the following areas: K-12 student outreach services, Community College transfer services, student retention, remediation, enhancement of learning skills, and academic involvement and advising with students in need of assistance. CSU's efforts to critically assess its pursuit of equal educational opportunity are commendable. The self-evaluation of equity programs indicates a strong willingness to assess past efforts and to plan for future success. While this process of review is praiseworthy, it is hoped that future CSU programs will yield anticipated results. Change often times relieves/corrects problem areas and at the same time, new obstacles surface. The California State University needs to be flexible in its implementation of its new proposed model and be willing to constantly reassess and review its equity efforts. Efforts such as these should be noted and reinforced via funding measures.

If the existing programs are continued at their current level, is it reasonable to expect that the goals of ACR 83 will be achieved?

Given the uneven educational attainment of California's youth, and the increasing number of ethnic minority students, in comparison to current program efforts and funds, it is highly unlikely that the goals of ACR 83 will be met.

PROGRAMS IN GENERAL MUST BE RECEPTIVE TO CHANGES. Achieving ACR 83 goals will be dependent on a number of critical changes. These changes must occur comprehensively for all programs. Improving one area alone will not guarantee success in meeting the goals. The goals of ACR 83 are explicit, as have been previous legislative goals for obtaining educational equity in postsecondary education. Previous legislative goals (such as assembly concurrent resolution 151, 1974) directed at increasing low-income and underrepresented ethnic minorities in California's colleges and universities were not met. It is important to understand the impact of large percentages of Black and Hispanic students not succeeding in the public schools. Increasing the number of Black and Hispanic students in postsecondary institutions will not occur without an increase in the numbers graduating from secondary schools and/or transferring from Community colleges to four year colleges. If existing programs do not markedly change and remain at status quo, it is very likely that the goals of ACR 83 will not be met. In order to achieve these legislatively mandated goals, programs will need to reassess their strengths and weaknesses, and then, progress toward making positive changes. Individual programs, system wide administrative offices, as well as, the legislature, will need to be receptive to change. Change, however, can best be accomplished after decision-makers understand strengths and weaknesses of programs with relation to ACR 83 goals. Their

increased understanding can best be accomplished by conducting comprehensive evaluations. Once systematic evaluations are conducted, those programs demonstrating successful outcomes should be reinforced through funding. In essence, funding should reward, not penalize (Achievement Council, 1984).

PROGRAM CHANGES MUST OCCUR AFTER COMPREHENSIVE EVALUATIONS ARE CONDUCTED. In 1983, the Legislature directed the California Postsecondary Education Commission to "evaluate all postsecondary equal education opportunity programs on a regular basis" and to report annually on the extent to which the Legislature's policies on equal educational opportunity are being followed. In response to this Legislative directive, the Commission submitted to the Legislature a report entitled "A Plan to Implement New State Policy on Postsecondary Equal Educational Opportunity Programs" (1985). In this plan the commission provided the following schedule for future evaluations of these programs:

<u>Program</u>	<u>Next Review</u>	<u>Subsequent Review</u>
Programs with a Legislatively Mandated Evaluation Schedule:		
California Student Opportunity and Access Program (Cal-Soap)	Winter 1987	Every Third Year
California Academic Partnership Program	Progress report, January, 1986 Evaluation, January 1988	Every Fourth Year
Programs with no Specific Legislatively Mandated Schedule:		
University of California Outreach Programs	Summer 1986	Every Fourth Year
University of California Support Services	Summer 1986	Every Fourth Year
State University EOP	Summer 1987	Every Fourth Year
State University Core Student Affirmative Action	Summer 1985	Every Fourth Year
Community Colleges EOPS	Summer 1987	Every Fourth Year

MESA

Summer 1988

Every Fourth Year

Minority Engineering
Program

Summer 1988

Every Fourth Year

In reviewing past Commission reports, and previous evaluations, a number of issues can be noted. Table 8 is a summary of evaluation components of state-funded educational equity programs reviewed in this study. The Table includes a breakdown of the types of data collected by the programs: (1) quantitative, (2) ethnicity of clients served, (3) descriptive and, (4) impact data. Also included in Table 8, is the type of program evaluation (internal or external) and the date of the last evaluation. In examining the information in Table 8, it is evident that most programs in existence for more than two years, have comprehensive data collection. The one major exception is the Community Colleges EOPS data collection. This shortcoming however, is in the process of being corrected. A comprehensive quantitative data collection system is being developed, and is expected to be operative by early 1987. There are seven programs that have completed less than two years of operation. It was determined that all seven new programs have internal evaluations planned. Determination of the quality of data collected was not feasible for these new programs. The California Academic Partnership Program (CAPP), in it's first year review, indicated a comprehensive evaluation plan for both internal and external evaluations.

In surveying the impact data, a number of programs did provide impact results. This information reflects the analysis of prior evaluations and is not the result of this studies' analysis. Programs that provide impact data or have been found to be successful in meeting goals are;

- Academic Enrichment Program
- Demonstration Projects in Reading and Mathematics
- University Early Outreach
- MESA
- State University Core Student Affirmative Action
- Cal-Soap (varies by campus)
- University Academic Support Services (varies by campus)
- State University Summer Bridge Program
- MEP
- State University EOP
- Community College EOPS (varies by campus)

As previously discussed, the Commission has the responsibility for conducting external evaluations on a number of educational equity programs. In addition to the Commission serving as external evaluator, a few programs have or are planning to utilize private external evaluators. Programs such as EOPS, CAPP, Retention of New Teachers in Inner City Schools, the

TABLE 8 EVALUATION COMPONENTS OF STATE-FUNDED EDUCATIONAL EQUITY PROGRAMS, 1986-87

PROGRAM NAME	DATA COLLECTION By		IMPACT DATA	EVALUATION/FEEDBACK		LAST EVALUATION DATE	COMMENTS
	Quantitative	Qualitative		Internal	External		
UC Academic Enrichment	planned	planned	yes	yes	None	March 84	Annual Statistical Report
California Academic Partnership	planned	planned	N/A	in-progress	planned due Jan 88	N/A	New program
College Admissions Test Preparation Pilot Project	planned	planned	N/A	in-progress due Jan 88	None	N/A	New program
College Readiness Program	planned	planned	N/A	planned	None	N/A	New program
Demonstration Programs in Reading and Mathematics	yes	yes	yes	yes	None	1986	
UC Early Outreach	yes	yes	yes	yes	None	March 84	Annual Statistical Report
MESA	yes	yes	yes	yes	None	1986	Annual Statistical Report
Retention of New Teachers in Inner City Schools	planned	planned	N/A	planned Summer 89	planned Summer 89	N/A	New program
UC Immediate Outreach	limited	limited	limited	limited	None	1983	See program description
Core Student Affirmative Action	Comprehensive	yes	yes	yes	yes	Jan 83	Annual Statistical Report
Transfer Center Pilot Program	planned	planned	N/A	yes	in-progress due Sept 87	N/A	New program
CAL-SCAP	Comprehensive	yes	yes	limited	yes	Dec 86	

TABLE 8 EVALUATION COMPONENTS OF STATE FUNDED EDUCATIONAL EQUIPMENT PROGRAMS, 1985-87

Continued

PROGRAM NAME	DATA COLLECTION		IMPACT C/A/A	EVALUATION METHODS		LAST EVALUATION DATE	COMMENTS
	Quantitative	Qualitative		Internal	External		
Intensive Learning Experience	planned	planned	limited	N/A	in-progress	Sept 86	New program
Student Affirmative Action Comprehensive Support Services		yes	yes	varies by campus	yes	None	Annual Statistical Report
Summer Bridge	Comprehensive	yes	yes	yes	in-progress	Sept 86	
FAMRS	limited	limited	yes	N/A	in-progress due Feb 87	N/A	
Faculty Mentoring Pilot Program	planned	planned	limited	N/A	planned due Jan 88	N/A	New program
Minority Engineering Program	Comprehensive	yes	yes	yes	yes	Dec 86	
CSU EOP	Comprehensive	yes	yes	yes	planned summer 87	Jun 87	Annual Statistical Report
CUC EOPS	planned Early 87	limited	limited	varies by campus	in-progress	Aug 86	See program description

Faculty Mentoring Pilot Program, the FAMES Program, and the Transfer Center Pilot Program are employing private external evaluators. The Community Colleges EOPSS' have contracted a firm (the Educational Evaluation Associates) lead by Dr. Alkin from UCLA, to evaluate individual EOPS programs. This evaluation is a significant effort on the part of Community Colleges to improve their evaluation component of EOPS. The model used to evaluate EOPS should be considered in evaluating other statewide educational equity programs. A description of this evaluation model is in the program description for EOPS (Appendix A).

This utilization of external evaluators should not diminish the responsibility of programs to carefully collect data and to establish their own research and evaluation designs. Typically, external evaluators are contracted to document the end-results of programs; emphasis should be placed on the ability of evaluators to examine both the process and product of programs. Caution should be taken not to transfer the total responsibility of evaluation to external evaluators.

The burden of evaluating programs should squarely fall upon implementing institutions. The successful efforts by the Commission and other external evaluators to conduct adequate evaluations will be totally dependent on evaluation and data collection efforts of the institution. Internal data collection and analysis should be the cornerstone of any evaluation work conducted by the external evaluators. Evaluations, whether they be internal or external, should be viewed as excellent opportunities to improve programs and to demonstrate success. Evaluations should not focus only on summative results; rather, evaluations should be an on-going process with formative and summative results reported. All existing and proposed programs should plan to incorporate comprehensive periodic internal evaluations, with external evaluations serving as secondary reviews. Program evaluation is a prerequisite in assessing the progress of equity programs in light of the goals established by ACR 83. In the absence of systematic evaluations, programs will not have the opportunity to modify, improve or replicate successful practices.

Are the priorities demonstrated by the State funding of the existing access and retention programs consistent with the priorities in the goals of ACR 83?

In reviewing budget figures, evaluation data and specific program descriptions, it is evident that there does not exist a complete congruence between State funding and the priorities of ACR 83. These state funding priorities are not consonant in that the funding level for increased program activity in K-12 should be significantly increased in order to achieve the level of participation called for in ACR 83.

THERE IS A NEED TO INCREASE THE FUNDING FOR PREPARATORY EFFORTS AND TRANSFER ACTIVITIES. The current funding level for Preparatory efforts is \$12.6 million which ensures serving, as the Commission previous stated, only a fraction of those students that need services. Of the nine programs in the category of Preparatory, four have been funded within the last two years. These four programs reflect an annual budget (1986-87) of approximately \$2.6 million. This recent increase in the improvement of public schools is commendable, yet much more must be done. The highest priority in funding for the next ten years should be directed at strengthening the basic college-preparatory curriculum in public schools with low-income and underrepresented minority students. This conclusion has been previously stated by the Commission (1982) and has been detailed as a high priority by the Intersegmental Policy Task Force on ACR 83 (1986). While documented support can be identified for this critical activity, it is crucial that support be confirmed through state appropriations.

Failure to augment resources in this area will be tantamount to legislatively mandating educational equity without appropriations, assuming that educational equity can and will be achieved at no cost. Additional funds should be directed at programs aimed at increasing the numbers of low-income and underrepresented students that transfer from Community Colleges to four-year public institutions. In addition, two new proposed programs for 1987-88, the PUENTE project and the Model Curriculum and Basic Skills project are viable projects aimed at improving this goal.

Recommendations

In consideration of the preceding five policy questions, it is apparent that major recommendations can be made in order to significantly increase the likelihood that the goals of ACR 83 will be met. Achieving the goals of ACR 83 to substantially increase the number of underrepresented minority students in postsecondary institutions are dependent on, (1) the level of effectiveness of current programs, (2) the level of funding and, (3) the level of intersegmental collaborative efforts. Meaningful progress will not be achieved if existing efforts remain at status quo. Change is imminent if all educational institutions commit to the attainment of ACR 83 goals. Given our review of existing and proposed programs the following recommendations are presented for consideration:

1. ALL EDUCATIONAL SEGMENTS MUST COMPREHENSIVELY REASSESS THEIR EFFORTS IN THE AREA OF EDUCATIONAL EQUITY. Continued efforts to address the gap in educational attainment with current programs will lead to limited success. It is recommended that a reassessment, as was conducted by the State University system be implemented for the University of California, Community Colleges, and the State Department of Education. This assessment should consider the mission, history, lines of responsibility, appropriations, policies, level of effectiveness, and evaluations for each program.

2. RESPONSIBILITY FOR EDUCATIONAL EQUITY MUST BE A BROAD BASED INSTITUTIONAL RESPONSIBILITY. Reassessment of efforts and planning for future services, should emphasize that the responsibility for educational equity be an institutional responsibility, not the responsibility of special "ad hoc" programs. Every opportunity should be taken to gain wide participation and shared responsibility for the success of these students. Academic units and teaching faculty should be involved as often as possible.

3. EDUCATIONAL EFFORTS SHOULD WHENEVER POSSIBLE BE INTERGRATED INTO THE CORE OF AN INSTITUTION'S TEACHING, RESEARCH, STUDENT SERVICES, OUTREACH EFFORTS AND COMMUNITY SERVICE FUNCTIONS. Programs specifically designed to incorporate academic units and faculty should be highly encouraged. The Minority Engineering Program should be used as a model for future activity. It is our belief that significant results can be achieved if equity programs are operated and located in specific discipline areas.

4. THE HIGHEST PRIORITY FOR FUNDING SHOULD BE DIRECTED AT PROGRAMS WHICH FOCUS ON K-12 PREPARATION. While public schools have the overall responsibility for the preparation of students, postsecondary institutions should provide as much assistance as possible. The number of underrepresented

minority students and their educational attainment most assuredly demands the highest priority in the allocation of resources. Neglecting this as a high priority will ensure another generation of students foregoing the advantage of an advanced education.

5. PRIORITY IN FUNDING SHOULD BE GIVEN TO THOSE PROGRAMS THAT ATTEMPT TO REACH THEIR EXPLICIT GOALS IN COLLABORATION WITH OTHER EDUCATIONAL SEGMENTS. There has been an increase in intersegmental efforts in the last two years. This increase is positive in nature and should be reinforced in considering future funding. Additionally, programs proposed for 1987-88 represent a sizeable increase in collaborative efforts.

6. A REVIEW OF EXISTING PROGRAM EVALUATION DATA CLEARLY ILLUSTRATES THE NEED TO STRENGTHEN THE PROCESS OF EVALUATION. In most cases, evaluation data is simply counting the number of students served and the level of utilization of services. While an increasing amount of evaluations are being conducted by external evaluators, the responsibility for adequate evaluative work should lie principally on the individual programs. Comprehensive evaluations should not be an afterthought; when conducted, they should not focus only on the end-products. Evaluations should attempt to increase the understanding of what occurs in the programs and the impact the programs are having on students. The future success of programs will, to a large extent be dependent on the ability of evaluations to communicate to others the ultimate successes and advantages that have been achieved. In addition to assessing the overall worth of these programs, exemplary services and programs can be identified to be replicated by other programs. Advocates of educational equity programs must engage in evaluative activities for the future of underrepresented minority students.

7. EACH SEGMENT MUST WORK TO IMPROVE AND STANDARDIZE COLLECTION OF STATISTICAL DATA. Data reviewed for this study, demonstrated incompatibility of data sets. There currently exists only a limited ability to track student progress. It is highly recommended that all segments collaborate for the development of a comprehensive and compatible data bank.

8. COMMUNITY COLLEGE EOPS PROGRAMS MUST STRENGTHEN THEIR TRANSITION SERVICES AND ADDITIONAL SUPPORT MUST BE GIVEN TO TRANSFER STUDENTS AFTER TRANSFERRING. The number of transfer students to four-year institutions has been declining in recent years. While the Transfer Center Pilot Program has been initiated, it is highly recommended that additional program support be directed to transfer students. It is critical to increase the number of transfer students and their graduation rate from four-year institutions.

9. FOUR-YEAR INSTITUTIONS MUST INCREASE THEIR EFFORTS TO RECRUIT UNDERGRADUATES TO THE PROFESSION OF TEACHING, AND IMPROVE THE QUALITY OF TEACHERS IN INNER CITY SCHOOLS. This activity will have positive results for minority students and the entire K-12 school system. Staff preparation and development should not be forgotten. The new program, Retention of New Teachers in Inner City Schools is a promising effort in this area.

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APPENDICES

- A. Current Program Descriptions
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APPENDIX A

CALIFORNIA EQUITY PROGRAM DESCRIPTIONS BY SEGMENT

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
COLLEGE ADMISSIONS TEST PREPARATION PILOT PROJECTS

The general purpose of the program is to improve the representation of students from economically disadvantaged and ethnic minority groups in admissions to postsecondary educational institutions. The program is intended to address the lack of test-taking opportunities in high schools with high populations of economically disadvantaged and ethnic minority students, and the failure of these students to take college admissions tests in meaningful numbers.

The projects are intended to work in conjunction with the college admissions test sponsors (i.e., the College Board and the American College Testing Program) so that economically disadvantaged and ethnic minority students may benefit from effective innovative methods and test preparation activities designed to increase the number of students taking college admissions tests and to improve their test-taking skills.

School districts or county offices of education which provide direct instructional services to students in grades ten through twelve are the only LEAs eligible to apply for these grants. Other agencies, such as county offices of education, may not submit applications but are urged to work with districts to propose services in a collaborative application.

The intent of the legislation is to award project grants to districts that have need based on their student population and that demonstrate ability and commitment to developing a pilot project of high quality. Projects approved for funding must meet at least three of the following criteria:

- The applicant has low university enrollment rates in the school(s) to be served by the project.

- In the school(s) served by the project, the applicant has a high concentration of students enrolled in grades nine and ten from groups which are underrepresented in admissions to postsecondary educational institutions.

- The applicant has historically had a low percentage of college admissions test takers in the school(s) to be served by the project.

- The applicant has demonstrated its ability to meet the objectives of the pilot projects as demonstrated by the commitment of the school district funds or substantial in-kind services to support the pilot project.

- The applicant assures that activities and material developed under the pilot project will be available to all students in the district at the conclusion of the project period.

Assembly Bill 2321 authored by Assemblywoman Sally Turner (Chapter 1210, Statutes of 1985) authorized the Superintendent of Public Instruction to provide grants to school districts for a limited number of pilot projects aimed at increasing college admission test taking, admissions test performance, and college aspirations of economically disadvantaged and ethnic minority students. Pilot projects were awarded for three-year grant periods. The total amount of money available for grants is \$300,000 per year. No project may exceed \$100,000 per year. Funds were appropriated to support the projects for the first year. AB 2321 contains a statement of legislative intent to fund the projects at equivalent levels during the subsequent two fiscal years.

Projects

1.	Gilroy USD	\$22,000
2.	New Haven USD	\$22,000
3.	San Diego Co.	\$41,000
4.	Central USD	\$51,000
5.	Anaheim USD	\$40,000
6.	San Francisco	\$40,000
7.	Vallejo City	\$20,000
8.	Santa Barbara	\$24,000
9.	Long Beach	\$40,000
	TOTAL	\$300,000

Project Evaluation

The Superintendent of Public Instruction is to submit a report to the Legislature by January 1, 1988 regarding implementation and effectiveness of the pilot projects (as specified in Section 54753). The report is to include data regarding each of the following:

- Any increased student participation in college admissions test-taking;

- Any improvements in student performance on college admissions tests, and

- Levels of support provided by college admissions test sponsors to the projects.

STATE DEPARTMENT OF EDUCATION INTERMEDIATE SCHOOL COLLEGE
READINESS PROGRAM

The Intermediate School College Readiness Program is designed to increase the number of Black and Hispanic students who successfully complete a college preparatory program in high school, and become admissible to a college or university. In this program, college students from the local California State University (CSU) campus provide academic support services in a small group setting, to sixth, seventh, and eighth grade students. Parents of the intermediate school students receive information about financial aid opportunities, and the importance of a sound academic preparation in the middle school years. The program is jointly administered at the State level by the Chancellor's office of the California State University and the California State Department of Education; and at the local level by the intermediate school and the CSU campus.

Student interns will be assisting intermediate school students with their regularly assigned coursework in academic subjects such as math, language arts, science, and history. Interns will work with the intermediate school students before class, after class, during study hall, or on weekends. Interns will not be assigning extra assignments, but will instead meet with the teachers involved to anticipate and prepare students for upcoming assignments, and assist with homework as it is assigned.

The selection process for the five campuses and the 21 intermediate schools involves several steps. The eligibility of CSU campuses was determined by the location of intermediate schools having the largest enrollments of Black and Hispanic students. The nine campuses eligible to apply were asked to submit materials to the Chancellor's office. Those materials are being read by a group of people from the CSU Chancellor's office, the California State Department of Education, and the University of California. Based on the quality of materials submitted, the recommendations of the readers, and the availability of eligible and interested intermediate schools, the Chancellor's office and the Department will select four campuses to participate in the program.

Intermediate schools were eligible to apply for the program if they met the following criteria:

- * forty percent (40%) or more of the students are underrepresented ethnic minority (Black or Hispanic) in grades 6, 7, and 8 (grade 6 optional);

- * location in a region serviced by one of the following CSU campuses: Dominguez Hills, Fresno, Fullerton, Hayward, Los Angeles, Northridge, Pomona, San Diego, San Jose,

- * an eighth grade (services are limited to students in grades 6 through 8).

The training of student interns is the key to the success of this project. The CSU and the SDE are developing a portion of the training package which will be used by all four campuses. The portion trains student interns to work with small groups of students (2-6 in a group) on problem solving in mathematics, reading for meaning, and effective writing techniques. The emphasis of the training will be on training students to study together in groups, using questioning and analytical techniques which stimulate critical thinking. Additional components of the training, such as sensitivity to ethnic diversity, or protocol of working in a school setting will need to be developed jointly by the CSU campus and surrounding schools.

The CSU campuses and intermediate schools selected were required to submit a jointly developed implementation plan by December 12, 1986. In the plan, they will need to describe:

1. a strategy for identifying those students who will participate in the College Readiness Program;
2. the process and criteria for selecting and training CSU interns, including a detailed description of the content of the training. (Note, it is hoped that a large proportion of interns will be Black or Hispanic, so that they may more effectively serve as role models);
3. a process for tracking student success in high school;
4. activities for parents, to raise their level of awareness about financial aid, college preparedness, and college eligibility;
5. a plan for the delivery of direct academic assistance, including scheduling and supervising tutoring sessions, insuring regular communication between interns and teachers, and monitoring intermediate students' progress,
6. the time line and budget;
7. an evaluation plan, including collection of baseline data on the number of Black and Hispanic students eligible to enroll in Algebra 1 by grade 8 or 9. Participants will also be asked to participate in a statewide evaluation, which will require collection of information to answer questions such as: how many parents attended financial aid sessions, did attitudes of parents and students change as a result of the program; did students' skills improve.

Funding History

The projected budget for the project is a total of \$480,000 for 1986-87. The actual start-up date is approximately January, 1987.

Intermediate schools will receive approximately \$6,000 per

school. Allowable expenditures are: transportation of intermediate school students to and from tutoring sessions; supervision of interns; release time for teachers to work with the project, salary of project director; stipends for teachers who work overtime on the project, materials and supplies. CSU campuses will receive an average of \$60,000 per site, 60% of which will be used for student intern stipends and intern transportation. The remaining 40% may be used for salary of project director, training costs, program evaluation, temporary help, supplies and services, travel, equipment, and honoraria for project consultants involved in training, program development, or technical assistance to the project.

CALIFORNIA STATE DEPARTMENT OF EDUCATION RETENTION OF NEW TEACHERS IN INNER CITY SCHOOLS

The Retention of New Teachers in Inner City Schools Program was initiated in 1986 in collaboration with the California State University. The intent of this program is to assist first year teachers who are assigned to inner city schools that have a high proportion of minority students. The primary goals of this program are:

1. to increase the likelihood that these target teachers will remain in the teaching profession, thereby increasing the supply of teachers; and

2. to enhance the effectiveness of these teachers, thereby improving the quality of education for students in predominantly minority schools.

In order to reach these objectives, the program will provide additional support for the beginning teachers--primarily from CSU faculty, supervisors and school district mentor teachers, and a reduced teaching load of approximately 10 to 20 percent.

Funding

Funding for the Retention of New Teachers in Inner City Schools Program for its first year, 1986-87, is at \$400,000 from State general funds. Two CSU sites will receive \$200,000 each. The sites are CSU at Hayward and CSU at San Diego.

Numbers Served

Each site will select 25 new teachers.

Evaluation

There is no data available as to the impact of the program as of the writing of this report. The start-up date for the program was November 1, 1986. An external evaluation will be conducted for the first year of implementation. The external evaluation will be submitted to CSU.

CALIFORNIA STATE DEPARTMENT OF EDUCATION, DEMONSTRATION PROGRAMS IN READING AND MATHEMATICS

The Demonstration Programs in reading and mathematics were created in 1969 when the California State Legislature enacted Assembly Bill 938 with an appropriation of \$3 million. AB 938 represents an effort to stress proficiency in reading and/or mathematics for student populations from low-income neighborhoods, high transiency, and low test scores in grades 7, 8, and 9.

Eligible districts defined as "those having schools of greatest need" can compete for first-year appropriations to support a program in the seventh grade, the eighth grade in the second year, and the ninth grade in the third of a junior high school.

Under legislative mandate, in order to keep their funding, participating schools must:

- * Show definite academic improvement for underachieving youngsters in reading and/or mathematics.
- * Create a highly systematized program which could be replicated at another school site.
- * Produce high student achievement.
- * Disseminate information to other school people about successful practices learned in the programs.

Funding History

Funding for the Demonstration Programs has continued at approximately \$3 million annually since the Program began in 1969. The funding level for the 1986-87 current budget consists of \$4,367,000 for approximately 30 Demonstration Projects representing 23 districts throughout the State. The funding formula for the Programs take into account learning achievement based on the difference between expected gains in achievement and actual gains, as measured by pre- and post test scores in the Comprehensive Test of Basic Skills (CTBS) and the program cost per school site. The least cost effective schools are dropped from the Program each year.

Numbers Served

Approximately 10,000 students are expected to be served in 1986-87.

Evaluation

The comprehensive evaluation design per project is determined entirely at the local district or school level. Information reported by the State Department of Education stemming from the 1981-82 local evaluations indicated a median of 2.5 months of growth in reading and 2.9 months of growth in mathematics per each month of program instruction. During the same school year, the median increase in reading was 183 percent and 370 percent in mathematics over predicted scores in light of the low pretest score characteristics of participating students.

Recent evaluation data was not submitted for the writing of this report by the State Department of Education. The Legislative Analysts Office reviewed the Program in preparation for their analysis of the 1986-87 Budget Bill and made the following recommendations:

1. Assign a new sunset date for the Demonstration Programs and
2. Establish a procedure to ensure legislative review of sunset review reports.
3. Only those new demonstration program applicants proposing to utilize an instructional methodology or curriculum which differs significantly from existing demonstration programs may be considered for funding.
4. State support for any demonstration programs that have been funded for three or four years contingent upon agreement by the school district to fund the instructional component of the program with district funds, and with the state support limited to the costs of curriculum development and dissemination/replication of activities.

CALIFORNIA STUDENT OPPORTUNITY AND ACCESS PROGRAM (CAL-SOAP)

The California Student Opportunity and Access Program, as initiated in September 1979, established five interinstitutional pilot projects designed to increase accessibility into postsecondary education for low-income high school and community college students. The projects are also expected to reduce unnecessary duplication in outreach efforts as well as utilize college students as peer counselors and tutors for low-income high school students. The five projects and grant awards, as selected by the Student Aid Commission, are the following:

1986-87

1. East Bay Consortium	\$78,625
2. Santa Barbara Consortium	65,838
3. San Joaquin Consortium	62,644
4. San Diego County Consortium	145,949
5. Solano County Success Consortium	73,162
6. South Coast EOP/S Consortium	71,082

Each project targets students who meet the income eligibility requirements established by the Student Aid Commission (a 1978 income of less than \$12,500 for a family of one to four children, \$13,000 with five children, and \$13,500 with six children). With the exception of the San Diego program, the primary goal of the projects is to raise the achievement level of low-income students through motivational and academic support programs such as tutoring, on-campus living experience, campus visitations, and cultural events and field trips. The primary goal of the San Diego Cal-SOAP project is to develop a cost-effective system that coordinates and disseminates information to target students about postsecondary opportunities. The services provided include peer and cross-age counseling, a college information hot-line, and a comprehensive student information system.

Funding 1986-87

State	497,000
Matching Funds	497,000
TOTAL	\$994,000

Numbers Served

Since each of the projects provided differing services at differing levels of intensity, the number of students served are not comparable among the five projects.

	1985-86
East Coast Consortium	3,597
Santa Barbara Consortium	1,651
San Joaquin Consortium	1,404
San Diego County Cal- Soap Consortium	8,497
Solano County Success Consortium	2,907
South Coast EOP/S Consortium	6,153

TOTAL SERVED 24,209

Evaluation Data

The Postsecondary Education Commission has the responsibility for evaluating this pilot program. In December, 1986, the Commission, in a report entitled the California Student Opportunity and Access Program: An Interim Report, concluded that:

CONCLUSION 1-Activities with 11th and 12th graders can increase postsecondary participation of students from economic and ethnic backgrounds characterized by low participation.

CONCLUSION 2-The local intersegmental consortium model has demonstrated the ability to:

- a-coordinated the activities of postsecondary recruiters reducing duplication and disruption for high school students.
- b-draw on spare resources of the consortium members to deliver services to students in a cost-effective manner.
- c-convey information to high school students about the entire range of postsecondary opportunities and support available to them and the necessary steps to securing those opportunities unto themselves.
- d-direct the efforts of postsecondary outreach to students who have a reasonable chance of taking advantage of the opportunity.

CONCLUSION 3-The improvements in coordination of services and dissemination of information that the Cal-SOAP projects can claim and the evidence of improvements in postsecondary participation that the older projects have shown suggest strongly that some mechanism for coordination and provision of a core of such services should exist in all communities where sizeable populations of historically underrepresented groups are present.

UNIVERSITY OF CALIFORNIA ACADEMIC ENRICHMENT PROGRAMS

State funding for the Academic Enrichment Program (AEP) resulted from a special legislative initiative (1978-79 Budget Bill) which recognized the critical importance of increasing the enrollment of underrepresented groups in postsecondary education and the need for faculty of the University of California to assist in such an effort.

In response to this initiative, University of California faculty members met with administrators of student affirmative action programs to discuss ways in which substantial faculty participation could be built into outreach programs. As a result of these discussions, the University proposed to create new "MESA-like" programs for students who anticipated college majors in areas other than mathematics, engineering, and the sciences, such as business, economics, and history.

Like Early Outreach, AEP is designed to remove the barriers which make it difficult for minority and low-income students to become college eligible. Its activities are focussed on the aforementioned five critical factors affecting student attitudes and achievement. To bring about desired changes, AEP extends a wide range of educational services to high school students, including those previously outlined for Early Outreach: (1) academic advising; (2) tutorial and learning skills services, (3) college and career counseling; (4) parent meetings, (5) campus tour; and (6) summer programs.

AEP is unique in that it involves University faculty and professionals from the business sector in addition to secondary school teachers and counselors, parents, and the traditional University outreach staff. These participants help assure that AEP services and a student's course work articulate well with the requirements of the major the student expects to pursue in college. AEP works closely with local MESA Programs. Currently four campuses host AEP: Berkeley, Davis, Irvine, and Santa Barbara.

Goals

AEP serves both junior and senior high school students participating in Early Outreach. It seeks to elevate both the aspirations and academic achievement of participants. Specifically, the goals of AEP are (1) to assist students to achieve more than the minimum standards for regular University admission, and (2) to prepare students to excel as University undergraduates in areas other than mathematics, engineering, and the sciences, such as business, economics and history.

School Participants

During the 1982-83 academic year, 44 California public high

schools participated in AEP. These schools were selected on the basis of the following criteria:

1. Existence of a strong academic curriculum;
2. Significant number of Partnership participants showing an interest in preparing for a college major in areas other than mathematics, engineering and the sciences, such as business, economics, and history; and
3. An active interest on the part of the school administration and faculty.

Student Participation

The criteria used to select program participants vary from one area to the other, but the following guidelines are used to consider all applicants:

1. Students must be earning at least a "C" grade in all of their subjects;
2. Students must agree to enroll not just in the usual college preparatory courses but also in honors courses in their major area of concentration;
3. Students must have and maintain a grade point average of 2.5 in A to F courses (those required by the University)
4. Students must agree to attend study sessions; and
5. Former Partnership Program students receive priority consideration.

Funding History

1978-79	*1979-80	1980-81	1981-82	1982-83	1983-84
\$180,000 1/	-0-	\$192,000	\$192,000	\$192,000	\$200,000
1984-85	1985-86	1986-87			
\$200,000	\$200,000	\$200,000			

1/ Four projects at \$45,000 each during the start-up year.

*The funding provided in the 1978-79 Budget Act was not utilized during the fiscal year by the University for the establishment of the

Academic Enrichment Program. The Legislature, therefore, carried the \$180,000 appropriation forward to fiscal year 1979-80, without adding additional funding.

Numbers Served

There were 547 students served by the University's Academic Enrichment Program during the 1984-85 year. During 1983-84, 678 students were served at 37 high schools. In 1982-83, 737 students were served at 44 high schools.

Evaluation Data

In January 1981, the University of California published a report entitled "First Year Evaluation of the Academic Enrichment Program, 1979-80" which provides data about the number of students served during the first year. The report also includes a case study of the program at the Davis campus, which suggested that the program was having a positive impact on the students served. In February 1982, the University published data about the academic record in A-F courses for participants in the Academic Enrichment Program during 1980-81. These data indicate that more than 55 percent of the program participants on the Berkeley and Davis campuses maintained a 2.5 or better GPA. In contrast, on the Santa Barbara campus, 64 percent of the participants had less than a 2.5 GPA. Beyond these limited data, there is no basis upon which to judge the effectiveness of the Academic Enrichment Program.

In March, 1984, the University of California completed a report entitled "Evaluation of Early Outreach and the Academic Enrichment Program" which provides data on the number of students served in 1982-83. The following are the six major findings:

1. Early Outreach and AEP served 21,121 students from underrepresented minority groups and/or low-income families, and they served 487 high schools. This is a student increase of 14% and a school increase of 32% over the previous year.
2. Consistent with the design of the programs, a wide range of educational services were extended to participants, including (a) academic advising; (b) tutorial and learning skills service; (c) college and career counseling, (d) parent meetings; (e) campus tours; and (f) summer bridge programs. (See Addendum 1 for the number of students served by service and by program. Also attached is a description of services provided.)
3. Participants in the ninth, tenth, and eleventh grades were found to be on track toward entering a college or university. That is, they are enrolling in college preparatory courses and performing at a level which is likely to gain them entrance into a postsecondary institution.
4. System wide, 70.3% of Early Outreach and AEP graduates in the

1983-84	1984-85	1985-86	1986-87
\$596,000	\$613,000	\$674,000	\$733,000

The University provided the financial support for this program during its initial two years. Beginning in 1977-78, support was shared by the State General Fund (55%) and the University (45%). In 1980-81, the State contributed 75 percent of the funding, and the University contributed 25%. This pattern was continued through 1985-86. As of 1986-87 the State and University continue sharing costs, at approximately 75% and 25%, however it is unclear exactly at what percentage.

Numbers Served

The Immediate Outreach program of the University of California provides services to most high schools and Community Colleges throughout California. Data are not available, however, about the total number of individuals or schools served through this program since it has not been possible to identify the unknown number of duplicated counts of students or schools served by Immediate Outreach efforts from more than one university campus.

Evaluation

The University has the responsibility for evaluation of the Immediate Outreach program. According to the UC systemwide administrative office, between 1978 and 1986, the recruitment efforts of Immediate Outreach helped to increase the number of underrepresented minority freshman admitted to the University by 3,089, an increase of 112.4 percent. Most of these students were eligible for University admission under current admission requirements.

The most recent data available from UC are for the 1982-83 concerning the number of schools served by Immediate Outreach:

Immediate Outreach

1982-83	Number Of Schools Served								TOTAL
	UCB	UCD	UCI	UCLA	UCR	UCSD	UCSB	UCSC	UC
High Schools	222	8	116	14	101	25	179	35	700
Comm. Coll.	44	10	21	0	37	0	55	0	167

The total number of students served by Immediate Outreach are not provide for two reasons. First, the goals of Immediate Outreach concern targeted schools, not students. These schools are selected, in part because of relatively high percent of underrepresented students they enroll. Immediate Outreach services are provided at these schools to all students who are interested in the University--minorities, non-minorities, Early

Class of '83 went on to a postsecondary institution.

5. The UC eligibility rate for these Outreach programs was 24.1% for the Class of '83. This is 63% greater than the statewide eligibility rate (14.8%) for students not participating in these programs and 382% greater than the UC eligibility rate (5%) for underrepresented students.
6. In the Class of '83, 26.5% of Early Outreach and AEP graduates enrolled at the University of California or in the California State University system. This is 72% greater than the rate (15.4%) at which California high school graduates usually enter these institutions.

ACADEMIC ENRICHMENT PROJECTS

Berkeley	Business adminis- tration/ econo- mics	Tutoring, counsel-	126 (79-80)	7 (79-80)
		ing, field trips,	53 (80-81)	9 (80-81)
		summer programs,	115 (81-82)	11 (81-82)
		ongoing programs	109 (82-83)	12 (82-83)
		to stimulate	92 (83-84)	12 (83-84)
		interest in target careers--use of Learning Assistance Center facilities and resources.	N/A (84-85)	N/A (84-85)
Irvine	Writing, humani- ties/fine arts, computer science/ math	Monthly meetings,	130 (79-80)	5 (79-80)
		joint Partners/AEP	144 (80-81)	9 (80-81)
		summer institute,	192 (81-82)	10 (81-82)
		tutoring, faculty	222 (82-83)	13 (82-83)
		guest lectures and	149 (83-84)	10 (83-84)
		advising, parent meetings and par- ticipation in program activities.	150 (84-85)	7 (84-85)
Santa Barbara	Fine Arts humanities	Summer Program and	83 (79-80)	3 (79-90)
		employment,	72 (80-81)	3 (80-81)
		enrichment courses	170 (81-82)	3 (81-82)
		in fine arts/acad-	230 (82-83)	3 (82-83)
		emic year program	190 (83-84)	3 (83-84)
		of: counseling, field trips, tutoring, incentive awards.	242 (84-85)	6 (84-85)
Davis	Computa- tion/ written communi- cation skills	Academic advising,	173 (79-80)	4 (79-80)
		career counseling,	113 (80-81)	4 (80-81)
		academic tutorials,	99 (81-82)	9 (81-82)
		field trips, schol-	176 (82-83)	16 (82-83)
		arship incentives.	197 (83-84)	12 (83-84)
			155 (84-85)	17 (84-85)

UNIVERSITY OF CALIFORNIA EARLY OUTREACH PROGRAM (PARTNERSHIP--JUNIOR HIGH SCHOOL COMPONENT)

The University of California began its Partnership Program in 1976 to increase the number of junior high school students from underrepresented groups who are sufficiently informed about college, and motivated to attend, that they will enroll in college preparatory classes once they enter the ninth grade. Beginning in Fall 1981, the Legislature prescribed that the goal of this program is to increase the number of ethnic minorities who are eligible for admission to the University of California. In June 1982, the Legislature revised the goal for this program to an increase in the number of low-income and/or ethnic minority students who are eligible to enroll in public four-year colleges, although students who are eligible may subsequently choose to attend another postsecondary institution.

In order to meet this goal, the program has been designed to provide the following services:

1. Academic Advising: individual and group sessions with both students and their parents, concentrating on University of California entrance requirements, college life, the importance of adequate academic preparation and the responsibility of the students to make the most of their educational opportunities. On some campuses, Saturday and summer classes or tutorial sessions are also held.
2. Role Model Presentations: meetings with local college faculty, students, community, and business leaders of underrepresented groups, who serve as role models as they make presentations to students, serve as hosts for field trips, and/or deliver program services such as counseling or tutoring.
3. College and University Visits: students and their parents visit campuses of the University of California, the California State University and Colleges, the Community Colleges, and independent institutions.
4. Dissemination of Printed Information: brochures and material developed specifically for students and parents. These contain information on academic preparation, financial aid, college entrance examinations, and other topics.
5. Parent Meetings: information on financial aid and on the academic preparation necessary for admission to a college or university distributed to parents.

The Partnership Program is a cooperative effort between the University and junior high school campuses throughout California. Target schools are selected on the basis of the following five general criteria:

1. The level of minority student enrollment,

2. The willingness of school officials to participate in the program,

3. The extent to which students in these schools already receive services similar to those offered by the Partnership Program;

4. The extent to which students in the local high schools enroll in the University, and

5. The development of an appropriate ethnic mix of students participating in the program.

Based on available resources, expertise, school need, geographical and budgetary considerations, each campus program determines the extent of services it can offer to any given school. Schools which receive the full range of Partnership services are referred to as "full service" schools. Schools receiving less than the full range of services are categorized as "limited service" schools. Those receiving only printed materials are referred to as "information" schools. Overall, the Partnership Program serves over 250 junior high schools throughout the state.

While criteria for student selection varies from campus to campus, the basic criteria for all participants include:

1. Enrollment in 7th, 8th, or 9th grade,

2. Ethnic minority and/or low-income background;

3. Potential to benefit from the Partnership Program and its activities;

4. Potential to achieve at a level which would result in University eligibility upon graduation from high school; and

5. Desire to participate in the program.

Participating students are expected to strive to meet three distinct objectives:

1. Successful completion of a college preparatory English course in the ninth grade,

2. Successful completion of first year algebra before entering the tenth grade; and

3. Development of an individual academic plan to be pursued in senior high school.

UNIVERSITY OF CALIFORNIA EARLY OUTREACH PROGRAM (PARTNERSHIP--
SENIOR HIGH SCHOOL COMPONENT)

The University of California started the senior high school component in 1979 to meet the needs of ninth, tenth, and eleventh grade students who have been involved with Partnership in junior high school. This component is designed to provide both direct academic support and assistance and continued informational and motivational services to those Partnership students who enroll in college preparatory courses upon entering high school. Students who do not take A to F courses are referred to programs more closely tailored to their needs and aspirations. Many of who are on the "college-prep tract" and doing exceptionally well are also referred, but to more intensive programs such as MESA or one of the four Academic Enrichment Programs. The Partnership high school component seeks to retain and work directly with those students who have the potential to become eligible without the program's support.

The following expectations are made of students who participate in the program:

1. Completion of college-preparatory classes on a schedule which will allow for completion of the University's subject requirements before high school graduation,
2. Development of good study skills and habits, and active participation in program activities; and
4. Maintenance of a level of academic achievement which will insure eligibility to enter a public four-year college.

The program basically offers the same five activities and services as the junior high component.

1. Academic advising
2. Role model presentation
3. College and university visits
4. Dissemination of printed information
5. Parent meetings

However, as the senior high school program is intended to assist students to complete rigorous academic programs successfully, increased emphasis is placed on tutoring and advising.

As in the junior high component, each campus selects participating schools from its geographical area. Each of the eight campus programs is staffed with a full-time outreach officer, undergraduate and graduate student advisors and tutors. Since the program aims to serve former Partnership students in

the junior high, the school selection criteria are narrowly defined. The basis for school selection is based on the following criteria:

1. The level of minority student enrollment,
2. The willingness of school officials to participate in the program,
3. The number of students who had participated in the Partnership Program,
4. The extent to which students in these schools already receive services similar to those offered by the Partnership Program;
5. The extent to which students in the local high schools enroll in the University, and
6. The development of an appropriate ethnic mix of students participating in the program.

The criteria used to select program participants vary from campus to campus. However, the common basic criteria for all participants include:

1. Enrollment in ninth, tenth, eleventh or twelfth grades;
2. Being a member of an underrepresented minority group, coming from a low-income background, or both;
3. Potential benefit from the program and its activities;
4. Potential for admission to a four-year postsecondary institution upon graduation from high school; and
5. Demonstrated desire to participate in the program.

Funding History

1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
\$462,000	\$1,162,000	\$1,454,000	\$1,830,000	\$2,030,000	\$2,267,000
1982-83	1983-84	1984-85	1985-86	1986-87	
\$2,303,000	\$2,448,000	\$2,606,000	\$2,874,000	\$3,581,000	

The University provided the financial support for this program during its initial two years. Beginning in 1977-78, support was by the State General Fund (55%) and the University (45%). Since 1980-81, the State provides 75% of the funding, with the University supporting the remainder. This funding pattern was continued through 1985-86. As of 1986-87, the State and the University are sharing costs at approximately 75%-25%, however,

the exact percentage is not clear.

Numbers Served

Early Outreach	Junior High		Senior High	
	Students	Schools	Students	Schools
84-85	13,053	214	12,491	245
84-83	17,825	221	10,823	230
83-82	8,933	172	11,451	271

Evaluation Data

See comments on evaluation data-reported in the description of the Academic Enrichment Program.

UNIVERSITY OF CALIFORNIA IMMEDIATE OUTREACH PROGRAM

The final phase of the University's student affirmative action outreach effort is its recruitment component, Immediate Outreach. The principal goal of Immediate Outreach is to augment the number of applicants from regularly eligible underrepresented minority and low-income students, and to increase the number of these students who actually enroll in the University of California. The University began this program in 1976 as part of its initial Student Affirmative Action program. The specific program objectives, as stated by the University Systemwide staff, are:

1. To seek out and assist regularly qualified high school seniors and Community College students in making application to the University,
2. To assist former Early Outreach students in their application to the university;
3. To assist former Early Outreach students in their application to other postsecondary institutions; and
4. To help track the academic progress of current and former early outreach students who enter the University and other postsecondary institutions.

While each of the nine UC campuses administers an Immediate Outreach program, each program varies in scope and in the type of services delivered. The administration unit responsible for Immediate Outreach services also varies from campus to campus. These services may, for instance, be provided through the Educational Opportunity Program, Student Affirmative Action and/or the Office of Relations with Schools.

While the specific types of services provided vary from campus to campus, they include high school visits, Community College visits, publications, campus tours, freshman orientation sessions/seminars, tutoring, career information days, admissions counseling, college motivation nights, summer residential programs, and mini-information conferences and workshops.

All high schools within the campus service area participating in the Partnership Program receive the highest priority in Immediate Outreach services. Many other schools throughout the State are also targeted for services based upon high percentages of minority enrollment and demonstrated desire for services by counselors, parents and students.

Funding History

1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
\$312,000	\$318,000	\$401,000	\$576,000	\$573,834	\$596,000

Outreach graduates, and those who have never had any previous contact with the University. Given these goals, it is appropriate to evaluate Immediate Outreach efforts in terms of their success to reach targeted schools and to provide needed services. Second, efforts to obtain the total number of students served by Immediate Outreach result in an unknown number of duplicated counts. This is unfavorable because of the manner in which campuses provide Immediate Outreach services. Within a given area, for example, a campus will frequently provide such services at a convenient community setting or high school. These services frequently attract students from neighboring areas to these sites. On any given occasion, there is an unknown number of students present who participated in similar University activities at other locations.

UNIVERSITY OF CALIFORNIA ACADEMIC SUPPORT SERVICES

The University of California campuses offer a broad range of services for students who need help with their course work or with personal problems related to campus life. These services are used by a substantial proportion of the student body (as much as one quarter on some campuses), and have become an integral part of the University's activities. Since 1976, the University has supplemented the academic support services available to students at large with additional or more intensive services for minority and low-income students.

The services offered vary somewhat among the campuses, but generally include four basic types of programs: (1) learning skills assistance, including small-group sessions and individual consultation on reading, writing, and study skills such as time management, notetaking, and test preparation; (2) summer transitional programs, varying from week-long orientations to six or eight week academic programs; (3) advising and counseling sessions, including advising on careers and on graduate and professional schools; and (4) tutoring and instructional assistance.

The specific number of students using each service varies considerably, depending on the type of service. Because records are kept for each individual program separately, it is impossible on most campuses to determine an unduplicated count of the number of students using all services. The following is a brief summary.

BERKELEY. The Student Learning Center (SLC) provides most of this campus' support services. It served 1172 EOP/SAA students through its SAA-funded services. This represents an increase of 5.6% over the previous year. Of this total, 81.4% were from underrepresented minority groups. This is a 3.9% increase over 1981-82. The 1172 students served also represents 56.1% of the total number of EOP/SAA students served by SLC through all of its services, regardless of funding source. Tutoring and graduate school information services showed the greatest increases in student participation over 1981-82.

DAVIS. Support services on this campus are provided by the Engineering, English, and Mathematics Departments, and by the Learning Skills and Counseling Centers. Each of these service units involved a different number of EOP/SAA students, ranging from 145 to 2171. All but one of these units (Counseling) showed an increase in student participation, ranging from 11.9% to 113.1% over 1981-82. The Departments of Engineering and Mathematics reported the greatest increase.

IRVINE. Between 424 and 790 EOP/SAA students were served by each of this campus' four major service units: the Tutorial Assistance Program, Learning Skills Center, Office of Special Services, and the Career Planning and Placement Center. The

first served as many as it did in 1981-82; the second increased by 21.5%; the third decreased by 19.5%; and the last decreased by 6.6%.

LOS ANGELES. The Academic Advancement Program (AEP) provides all of this campus' support services. Its different service programs involved from 61 to 1606 EOP/SAA students. Academic and Personal Counseling unit was used the most, and it showed a student participation increase of 75.7% over 1981-92. The Freshman Summer Program and the Tutoring unit showed a decrease in student participation of 2.2% and 9.8%, respectively. The Peer Advising unit, on the other hand, showed a 36.9% increase.

RIVERSIDE. Support Services on this campus are provided through the EOP/SAA Office. During 1982-83, 414 EOP/SAA students were served, an increase of 89.9% over the previous year. The Math Program was the most frequently used service, and it showed a student participation increase of 360% over 1981-82. No information was available about the class levels and grade-point averages of participants.

SAN DIEGO. The Office of Academic Support and Instructional Services (OASIS) provides this campus' support services. It offers seven SAA-funded service program: The Academic Success Program, Tutorial Program, Reading Program, Study Skills Program, Writing Program, Language Program, and the Summer Bridge Program. These programs served from 80 to 725 EOP/SAA students during 1982-83. The latter figure represents 70.5% of the total number of students served by OASIS through all of its programs, regardless of funding. The first five showed a decrease in student participation ranging from 2.2% to 17.9%. The Language Program is a new service, and the Summer Bridge Program, which is going on its sixth year, showed an increase of 92% over the previous year.

SANTA BARBARA. Campus support services are dispensed through the EOP/SAA Office. Three service programs are provided: the Summer Transition Program, Tutoring Program, and the Academic Internship/Scholars Program. Each of these programs served between 61 and 214 EOP/SAA students. The Summer Transition Program had a 5.4% increase in student participation over 1981-82, the Tutoring Program a decline of 84.4%, and the Academic Internship/Scholars Program a 76.3% drop in participation.

Funding History

1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
\$1,014,000	\$1,266,000	\$1,472,000	\$1,406,000	\$1,406,000	\$1,363,000
1985-86	1986-87				
\$1,488,000	\$2,335,000				

Funding for Academic Support Services is derived from student fees and the State General Fund, with the General Fund paying 75

percent and educational fee revenues paying 25 percent. As of 1986-87 the State and University are continuing to sharing cost at approximately a 75%-25% ratio, however it is unclear at exactly what percentage.

Evaluation Data

The University systemwide office published a report entitled "Academic Support Services for Minority and Low-Income Students at the University of California" in 1984. This report provides data on the effectiveness of some specific support service programs (the Summer Bridge Program at UCSD and general usage information). The data presented in the 1984 report state "that a substantial amount and increasing number of students continue to make use of University academic support services and that certain services continue to demonstrate a positive effect".

CALIFORNIA STATE UNIVERSITY CORE STUDENT AFFIRMATIVE ACTION PROGRAM

The Core Student Affirmative Action program is designed to respond to the underrepresentation of ethnic minorities,, low-income individuals, and women in the California State University and Colleges system. In January 1986, a report by the State University Educational Equity Advisory Council established a new array of goals for the CORE program. The goals established for the new Student Affirmative Action program were to:

1. Increase the pool of ethnic minorities to be eligible for admission to higher education.
2. Increase the number of regularly admissible ethnic minorities who apply and enroll in postsecondary institutions, and
3. Seek ways to enhance the university structure and environment so as to increase the chances of ethnic minority in attaining their educational and career objectives.

In order to establish a basis for future evaluations of the Student Affirmative Action program, specific performance objectives were identified:

- Develop and implement nontraditional approaches such as:
 - Involving parents on outreach efforts,
 - Bilingual information,
 - Intensive outreach to high schools,
 - Outreach to jr. high schools,
 - Cultural activities,
 - Involving community agencies,
 - Institutional commitment,
 - Review of existing institutional policies, procedures and practices,
 - Multicultural curriculum focus for future teachers and counselors,
 - Involvement of faculty in recruitment and retention of ethnic students, and,
 - Exposure to university environment.
- Complement existing equal educational opportunity efforts (close coordination with EOP)
- Promote linkages with campus support services such as establishment of a broad based advisory committee composed of various academic, support service and student groups, and
- Increase intersegmental coordination -- linkages with UC, Community Colleges, K-12, and other CSU campuses to strengthen the flow of students matriculation to higher education.

Funding History

1978-79	1979-80	1980-81	1981-82	1982-83
\$130,000	\$730,000	\$1,881,828	\$2,389,481	\$2,558,489
1983-84	1984-85	1985-86	1986-87	
\$2,537,293	\$2,793,126	\$3,018,157	\$3,256,000	

Numbers Served

The CSU Core program served approximately 47,777 students during the 1982-83 year.

Evaluation Data

The program has not had a comprehensive evaluation in recent years due primarily to the fact that it is undergoing a transformation and will be coordinated with the CSU's Outreach efforts. The Postsecondary Education Commission, which has the responsibility to evaluate the program, reported in a review of the program published in January 1983, that:

* Almost all of the 19 State University campuses have made progress in implementing the Core Program. This progress reflects the involvement of senior campus administrators and faculty as well as strong administrative support from the Chancellor's Office.

* The outreach component of the Core Program has been positively received by high school counselors and staff, who regard the Core staff as reliable, well-trained, and effective. Available data indicate that increasing number of minority students from secondary schools served by the Core Program are enrolling in college.

* Better coordination of the outreach programs on most State University campuses is needed. The establishment of Core outreach has meant that three different offices now provide outreach services on most of these campuses. Better coordination among these offices will increase the effective use of the limited resources available for this function. The Office of Student Outreach Services on the San Diego State University campus provides a model for outreach coordination that other campuses might well adopt.

* Most State University campuses have not succeeded in establishing intersegmental outreach efforts. The Chancellor's Office prescribed that each campus create a Student Affirmative Action Advisory Committee designed to coordinate activities among colleges within the region. These committees have generally been ineffective in the achievement of that objective,

and most State University outreach staff have only limited contact with their University of California colleagues.

* Finally, the Chancellor's Office has developed an effective process for distributing State funds to those campuses making the most progress in implementing the Core Program. Its competitive grant approach has stimulated institutional efforts at student affirmative action, rewarded those campuses that demonstrate high commitment and successful efforts, and penalized those with lower commitment and success. As the Core Program moves into its third year, the funding cycle for campuses with successful programs might be expanded to three years, in order to retain the program's competitive element while reducing time-consuming proposal preparation on these campuses.

CALIFORNIA STATE UNIVERSITY EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

The California State University and Colleges' EOP program, established in 1969, is directed toward the goal of providing access and support for students from low-income or disadvantaged educational backgrounds who have the potential to succeed academically in accredited curricula. The program focuses on admitting primarily those students who do not meet the regular admission requirements, although approximately 30 percent are admitted as regular admits.

The program includes both high school students--primarily seniors--and transfers from community colleges who need support services to succeed at the CSUC. Each campus serves high schools within its service area that have a high population of disadvantaged/minority students.

Students are selected for admission into EOP on the basis of four major factors:

1. Disadvantaged applicants admitted as exception admits under section 40901 of Title 5,
2. Low-income status and history of economic disadvantage,
3. Potential for success in CSUC accredited curricula; and
4. Level of educational, cultural and environmental disadvantage.

While access is a major focus of the EOP program, even more important are the support services and retention components. EOP provides a continuum of services beginning with recruitment through admissions, orientation, summer programs, and a heavy emphasis on tutoring and counseling. Specifically, services provided during recruitment and outreach include.

1. Presentations to high school classes and general assemblies regarding admissions procedures, EOP services, and academic programs.
2. Individual conferences with counselors, as well as workshops regarding EOP policies and admissions procedures.
3. Special film and slide presentations aimed at motivating disadvantaged/minority students to attend college.
4. Special evening presentations for students and parents regarding admission, financial aid, and other aspects of college life.
5. When necessary, home visits are scheduled with parent and applicant.

6. Campus tours.
7. Individual admissions and financial aid counseling.
8. Campus orientation programs.
9. Follow-up and individual assistance with completion of admissions and financial aid forms.

Funding History

1977-78 \$11,156,888	1978-79 \$11,965,859	1979-80 \$11,831,399	1980-81 \$13,496,000
1981-82 \$14,117,000	1982-83 \$14,652,000	1983-84 \$14,588,000	1984-85 \$16,609,000
1985-86 \$18,917,000	1986-87 \$19,974,000		

Students Served

Each year, EOP enrolls approximately 6,000 new students as freshman or transfer students. Currently, the program has over 21,336 new and continuing students.

Among new EOP enrollees in 1981-82, 35.6 percent were Black, 27.3 percent were Chicano, and 10.5 percent were White.

Evaluation Data

The Chancellor's Office annually collects comprehensive data about students served through the Educational Opportunity Program. In fact, among equal educational opportunity programs, this program appears to have the most comprehensive data network, including information about academic performance and graduation rates of students in the program, by campus, by ethnicity, by sex, and by academic discipline. The available data indicate that the EOP program has been successful during the past fifteen years in (1) recruiting large numbers of ethnic minority students in the CSU system, and (2) retaining these students, who generally do not meet the regular admissions requirements, at a higher rate than ethnic minority students are retained within the CSU system generally. The Chancellor's Office reports that (1) among the 5,499 new EOP enrollees in 1981-82, only 186 were disqualified for academic reasons; (2) for 1980-81, among the 6,256 new EOP enrollees, 199 were disqualified for academic reasons; (3) 708 EOP students were graduated in 1980-81 with the largest number of these majoring in Business Management (147) and Public Affairs and Services (99); and (4) the mean total GPA for EOP students in 1980-81 was 2.31.

CALIFORNIA STATE UNIVERSITY FACULTY ADVISORS FOR MINORITY ENGINEERING STUDENTS

Pioneered and developed by CSU Northridge in 1980, the Faculty Advisors for Minority Engineering Students (FAMES) is based on the premise that minority support programs are most effective when they are closely connected to academic units. Funded with monies provided through the Office of Academic Improvement and Student Affirmative Action, the program seeks to train faculty members in engineering, math, science and business to become effective academic advisors, mentors and counselors to students from ethnic groups underrepresented in professional fields requiring quantitative skills. The program has three major focuses: (1) recognizing the limitations of "naive" counseling, (2) learning the theory and techniques of a constructive counseling process; and (3) studying the social, political, psychological and economic determinants of minority cultures.

Services consist of a series of training sessions that include an orientation, information and a practicum on the theory and techniques of Constructive Counseling and Human Relations, and field trips and guest speakers which provides information regarding the social, political, psychological and economic determinants of minority cultures. Approximately 125 faculty members have participated in training programs implemented on 7 CSU campuses. FAMES training has become a regular institutional program on 3 campuses, is under consideration for "institutionalization" on another 3 campuses, and 3 additional campuses have submitted proposals to adopt the program. Four campuses served 38 faculty and 464 students in 1985-86.

Funding History

<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
\$23,758	\$20,328	\$37,398	\$14,595	\$76,600	\$68,420	\$68,420

Evaluation

Anecdotal evidence points to the value of the FAMES approach as a means to enhance conditions favorable to the retention of underrepresented minorities in math-based disciplines. Currently, a comprehensive external evaluation is being conducted by Programetrics, LTD.

CALIFORNIA STATE UNIVERSITY FACULTY MENTORING PROGRAM

The Faculty Mentoring Program was established in 1986 as part of the approved 1986/87 CSU Lottery Education Fund Budget. Pilot programs will be funded (\$500,000) on six CSU campuses. The purpose of the discipline based Faculty Mentoring Program is to facilitate minority student and faculty interaction outside the classroom and to improve student academic success. The ultimate goal is to improve student retention and graduation. Faculty mentors will assist minority students in their field to develop skills and knowledge required to succeed in college.

Approximately ten faculty per campus will participate in the program and each campus will determine the size of the program depending on the number of students they intend to serve. (Campuses are currently submitting competitive program proposals). The programs are intended to support primarily Black and Hispanic students. Program services may vary from campus to campus, however, each program is expected to have a five day training session in mentoring skills for faculty, informal mentor-student interaction outside of the classroom, and other program components which may make it an integral part of the campus educational equity plan.

Evaluation

Data (defined by the Chancellor's Office) will be maintained to permit evaluation of the program by an outside agency in January 1988. At a minimum, campuses will be requested to gather persistence and achievement data while an outside evaluator may survey students and faculty to collect further information.

CALIFORNIA STATE UNIVERSITY INTENSIVE LEARNING EXPERIENCE PROGRAM

In 1985-86, California State University initiated the Intensive Learning Experience for those students entering the system who are most seriously underprepared, many of whom are from minority backgrounds. Campuses offer one course in math and one course in writing for the entire academic year for those students who score in the lowest quartile on the English Placement Test and the Entry Level Mathematics examinations. Small highly structured classes are designed to develop the proper sequence of skill mastery that will lead to successful completion of freshman composition and pre-calculus courses. The Intensive Learning Experience was also designed to be coordinated with the assessment, orientation, and advising efforts of the Summer Bridge Program.

The program served 5,800 clients in the first year at 18 different campus sites. A three-year program life is foreseen, but is subject to continued support by the California Governor and Legislature.

Evaluation

Far West Laboratory for Educational Research and Development, an external evaluator, has developed an evaluation plan to (a) monitor and evaluate student learning, retention, and adjustment; (b) identify successful campus programs and distinguish factors contributing to their success; (c) assess program coordination, campus acceptance, and campus support; and (d) provide guidance on internal evaluations and program modification. The first external evaluation report of the Intensive Learning Experience, released in September 1986, does not provide program results but provides a comprehensive description of a comparison cohort on which future evaluations will be based. The first year evaluation is forthcoming.

CALIFORNIA STATE UNIVERSITY SUMMER BRIDGE PROGRAM

The Summer Bridge Programs were instituted in 1985 on all 19 CSU campuses to assist underrepresented minority students to improve academic skills and adjust to the university environment. The program offers a spectrum of educational experiences including an orientation to the university, classroom instruction, special tutoring, and on-campus residential living. The program's objectives are the following:

1. Provide orientation program(s) to the college experience for underrepresented minority freshmen and transfer students to make a successful transition into the initial academic school year.
2. Provide diagnostic testing and assessment of basic skills deemed necessary for successful persistence at the university level.
3. Provide intensive instructional activities to successfully remedy academic skill deficiencies identified and meet requirements for specific introductory college-level courses for university credit.
4. Provide student development activities in such areas as social, cultural and self-development with a priority focus on persistence and adjustment to the university environment.

Programs directed most of their resources to such services as testing, assessment, and basic skill building, particularly in writing, reading and math proficiency. In addition, most programs included university orientation, special workshop training, career counseling, academic advisement, personal development classes, tutorial/study groups, special faculty lectures on selected topics and library research activities.

The state legislature has provided an allocation of \$3,080,000 for three years which began in 1985-86. The program served 2,000 students in its first year.

Evaluation

A comprehensive report prepared by the Academic Program and Policy Studies Office of the Chancellor of CSU includes descriptive data, and demonstrates gains in student achievement at particular campuses. According to an external evaluation conducted by Far West Laboratory, the "Summer Bridge program may become a significant element in the recruitment and retention of underrepresented students in the CSU system". Emerging findings indicate that the program may be achieving its goals, however, only a longitudinal evaluation will be able to show program effectiveness as it relates to college success.

CALIFORNIA COMMUNITY COLLEGES EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

The Extended Opportunity Program and Service (EOPS) of the California Community Colleges, established in 1969, is directed toward the goal of recruiting and retaining students handicapped by language, social and economic disadvantages and facilitating their successful participation in the educational pursuits of the college. It is the largest state-funded program designed to identify and retain low-income, educationally disadvantaged students in postsecondary education. Eligibility criteria for the EOPS program are primarily economic. Title 5 of the California Administrative Code states that EOPS students cannot have a family income greater than \$9,999 for a family of four, \$8,999 for a family of three, and \$6,999 for a family of two. Efforts to identify EOPS students concentrate on students already enrolled at the Community Colleges as well as students in the high schools.

The basic services of the EOPS program are:

1. Tutoring in academic subjects for Community College students.
2. Academic and career counseling for Community College students.
3. Outreach, including direct recruitment, early contact with junior school level students, and special readiness activities prior to college enrollment.
4. Special instruction, such as in basic skills, study skills, language development, translation, library utilization, career planning classes, and ethnic studies.
5. Cultural enrichment functions, designed to enhance the appreciation of cultural differences and similarities among students and college staff.
6. Direct grants, work-study, and/or short-term loans.

Funding History

<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
\$11,484,027	\$13,983,157	\$17,389,919	\$20,472,092
<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
\$23,462,000	\$24,761,009	\$24,691,000	\$24,691,000
<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	
\$25,829,000	\$27,682,000	\$28,678,000	

Funding Utilization: The Chancellor's Office reports that approximately 41 percent of total EOPS funds are utilized for

direct financial aid, 49 percent are utilized for educational programs and support services, and 9 percent are utilized for general management services. Within the category of services, 10 percent of total funds are utilized for outreach, 17 percent for instruction and tutoring, 13 percent for counseling, and 9 percent for other services.

Evaluation Data

Qualitative evaluations of EOPS programs were developed and are conducted by an outside evaluator, Education Evaluation Associates lead by Dr. Marvin Alkin of UCLA. They conduct an Operational Program Review procedure similar to the accreditation process in such components as management, outreach, instruction, counseling, transition, special areas, financial, and coordination. Twenty-two colleges received a review in 1984-85, the first year it was fully operational. The other programs are reviewed in subsequent years. Reports identify those programs which demonstrate a high degree of excellence in particular components, problem areas as identified, and the OPR team makes recommendations. Qualitative evaluations of EOPS cannot be fully carried out until after January 1987, when reporting reforms have been completed. Once qualitative information is available these two evaluations strategies constitute a comprehensive evaluation component for EOPS.

CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM

The California Academic Partnership Program (CAPP) was initially established under the Hughes-Hart Educational Reform Act of 1983 and later revised under Assembly Bill 2389 of 1984 (Hughes), which is attached as an Appendix to this report.

The purpose of the program, as specified in AB 2398, is to develop cooperative efforts to improve the academic quality of public secondary schools with the "objective of improving the preparation of all students for college."

To fulfill this goal, the program funds two major types of projects.

1. Demonstration projects for improving school quality and increasing the number of students who are motivated and academically prepared to attend college; and
2. Cooperative assessment projects for evaluating the academic achievement of high school students in order to identify their academic needs for their teachers and counselors, analyze their readiness for college-level work, and reduce the demand for remedial programs at the postsecondary level.

AB 2398 requires that school districts and postsecondary education institutions jointly submit applications for grants under the program, and it directs the Advisory Committee to consider the following seven criteria in selecting among the applications:

1. The inclusion of a comprehensive plan for curricular revision or enhancement and instructional change;
2. The participation of postsecondary campus faculty working as equal partners with secondary school teachers to improve the academic quality of college preparatory instruction,
3. The provision of activities and services designed to enhance the ability of students to benefit from college preparatory curricula;
4. The provision of in-service training designed to increase college aspirations of students from groups with low participation rates in postsecondary institutions,
5. Plans for the participation of more than one secondary school;
6. Plans for the inclusion of intermediate or junior high schools in the project, and
7. Plans for the continuation of the project after funding ceases.

Funding History

In 1984, the Legislature and Governor appropriated \$1,000,000 to fund the first year to the program's projects. For fiscal year 1985-86, they appropriated \$1.4 million, of which \$400,000 is earmarked for assessment projects.

Number Served

The number of students served varies from project to project. The following list gives approximate numbers of students and teachers served between 1984-1987 and the location of projects.

Project & Location	Numbers served 1984-87	
	Students	Teachers
1. Five Star Academic Partnership Norwalk-La Mirada Unified School District Fillmore Unified School District Cerritos College University of California, Los Angeles University of California, Santa Barbara	8,000	80
2. A Junior MESA Program for Rural and Metropolitan Students Kern County Superintendent of Schools Kern High School, Bakersfield Fruitvale Elementary School District California State College, Bakersfield Bakersfield College	900+	80
3. *Ethnic Literature: A Model for Teaching Critical Thinking Skills Grant Union High School District California State University, Sacramento	500	6
4. Language Instruction Across the Content Areas: Learning from Text Cleveland Senior High School, Los Angeles Sutter Junior High School, Los Angeles California State University, Northridge	2,800	240
5. *Academic Partnership to Improve Social Studies Curriculum Cotati-Rohnert Park University School District Sonoma State University	500	
6. High School/College Partnership Produces Prepared Students Sacramento City Unified School District Sacramento City College	5,000+	

7. Project Step	1,500	
Santa Ana Unified School District		
California State University, Fullerton		
Rancho Santiago Community (formerly		
Santa Ana) College		
University of California, Irvine		
8. Academic Partnership	5,350	28
Pajaro Valley Unified School District		
University of California, Santa Cruz		
9. College Partnership Produces		
Prepared Students	300	7
Montebello Unified School District		
University of California, Los Angeles		
10. The Quantitative Educational		
Development Project	900	8
San Diego City School District		
San Diego County Consortium		
11. Linking Resources for Students		
Underrepresented in Higher Education	500	18
Santa Barbara School District		
Santa Barbara City College		
University of California, Santa Barbara		
12. Mathematics New Courses in 7-12		
Academic Preparation Sequence	1,000+	40+
Sacramento City Unified School District		
San Juan Unified School District		
Elk Grove Unified School District		
Grant Joint Union School District		
California State University, Sacramento		
University of California, Davis		
13. Academic Partnership to Improve		
College Preparation	2,000+	50+
Phineas Banning High School Wilmington		
University of California, Los Angeles		
Los Angeles Harbor College		
14. College Aspiration Partnership Program	316	35+
ABC Unified School District, Cerritos		
University of California, Irvine		
Cerritos College		
15. The Mathematics Awareness and Skill		
Development Program	1,000+	15+
South Coast EOPS Consortium		
Whittier Unified High School District		
California State Polytechnic University,		
Pomona		
Rio Hondo College		

16. The College Preparatory Tutorial Center Project	1,000+	100+
Leuzinger High School, Centineia Valley		
Union High School District		
California State University, Northridge		
Los Angeles Community College District		
17. Comprehensive Math and Language Articulation and Tutorial Program	43,200	
Sweetwater Union High School District		
San Diego State University		
Southwestern College		
18.*Science and English Curriculum Project	3,000+	30+
Neward School District		
California State University, Hayward		
Ohlone College		
19. Social Studies and Science Curriculum Development in Three Strands	700+	30
Vacaville Unified School District		
SUCCESS Consortium		
University of California, Davis		
University of the Pacific		
Sonoma State University		
Solano Community College		
20. Stockton Honors Advancement Placement Recognition Program (SHARP)	2,000	50
Stockton Unified School District		
University of the Pacific		

ASSESSMENT PROJECTS

A. California State University/University of California Mathematics Diagnostic Testing Project	400,000+	5,500
B. High School Diagnostic Testing Program in Composition	2,000+	175
C. University of California and California State University Writing Exam for Eleventh Graders	2,000+	80

*projects terminated 06-30-86

Evaluation Data

The CAPP will be evaluated by the Commission and a final evaluation report will be submitted to the Legislature by January 1, 1988. The first progress report by the Commission (1985)

after the first year of funding indicated that the Office of the Chancellors had hired 3 evaluators to assess the 23 projects--one for the partnership projects, another for the mathematics diagnostic testing project, and a third for the two writing diagnostic testing projects.

MATHEMATICS, ENGINEERING, SCIENCE ACHIEVEMENT (MESA)

The primary goal of the MESA program is to increase the number of California high school graduates from underrepresented minority groups with the needed information and academic preparation in mathematics, science, and English to pursue a university or college education in a mathematics based-field. The specific objectives of the program are to:

1. Increase the number of students from target minority groups who major in mathematics, engineering, and the physical sciences in college,
2. Promote career awareness so that participating students may learn of opportunities in the mathematics- and science-related professions early to prepare for them; and
3. Motivate officials from secondary schools, universities, industry, and engineering societies, to cooperate with MESA by offering volunteer time and other vital human and fiscal resources.

The MESA program began in 1970 with 25 students at Oakland Technical High School. MESA has since expanded: the program took a substantial jump in 1985-86 primarily due to its new Junior MESA component serving grades 7 through 9. MESA has showed its growth of high school enrollment to 3.7% in 1984-85 and 5.4% in 1985-86 during this period of rapid junior high expansion: Junior MESA totaled 550 in 1984-85 and 1,008 in 1985-86. Among the services provided to MESA students are tutoring; speakers; summer academic programs; parent meetings; incentive awards; academic and career counseling; recognition events, and field trips to industrial plants, research centers, universities, engineering firms, and computer centers.

The criteria used for selecting participants are:

1. Completion of Algebra 1 before the end of the 10th grade and enrollment in the next academic mathematics class;
2. Interest in a career that requires a year of calculus; and
3. Membership in a minority group underrepresented in mathematics and the related professions.

In order to remain in the MESA program, students must continue to enroll in college-preparatory mathematics, English and science courses, maintain an above-average grade point average, and participate in the MESA-sponsored activities.

Funding History

1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
\$263,000	\$481,479	\$728,598	\$1,020,550	\$1,044,000	\$1,200,000
1983-84	1984-85	1985-86	1986-87		
\$1,287,000	\$1,391,000	\$1,675,583	\$1,803,000		

During fiscal year 1986-87, the MESA program was funded 35 percent by corporate gifts and grants and 65 percent by the State General Fund

Numbers Served

Students served by ethnicity and gender in 1985-86

	male	female	Total
American Indian	106	123	229
Black	739	1220	1,959
Hispanic	1408	1588	2,996
			5,184 TOTAL

Evaluation Data

The MESA statewide office is gathering the data necessary to assess the impact of the program on the students served. Based on data provided by that office, of the 510 MESA high school graduates in June 1980, 82 percent enrolled in college and 57 percent began studies in a math-based discipline (engineering, life science, business administration/economics, computer science, and mathematics). Of the 662 June 1981 graduates, 89 percent enrolled in college and 69 percent chose math-based fields. Of the 748 MESA high school graduates in June 1982, over 90 percent indicated they would major in a math-based field of study. An independent evaluation of MESA was completed in December, 1982, through funds provided by the Hewlett Foundation. Results of the study indicate that MESA is successfully contributing to the pool of minority students pursuing degrees in engineering and related fields. Among the evaluation's findings:

* MESA was perceived as effective by program coordinators, advisors, students, and parents.

* Data on academic performance indicated that MESA students performed significantly better than comparison groups of students having the same ethnic background.

* The eligibility rates for the University of California and the California State University were significantly higher among MESA students than other students with similar racial/ethnic backgrounds.

MINORITY ENGINEERING PROGRAM

The mission of the MESA'S Engineering Program is to establish in California a cooperative secondary school and University effort aimed at increasing the number of engineering and math-based graduates from underrepresented minority groups.

The specific objectives of the program are to:

1. Establish a network of MESA'S minority engineering program centers in California Engineering Schools,
2. Double the persistence rate of underrepresented minority students in engineering and computer science; and
3. Establish a program which integrates secondary school programs and university programs with the goal of producing B.S. degree graduates in Engineering and Computer Science.

The MESA (Mathematics, Engineering, Science Achievement) program began in 1970, at Oakland Technical High School with 25 students and has expanded to serve approximately 5,184 students in 162 high schools throughout the state of California. These efforts have increased the number of minority students entering California Engineering schools, however the retention of the minority Engineering students is one half that for all students. The Minority Engineering Program (MEP) was started in school year 1982-83 to address this problem. By intervening to alter student related factors and institutional factors, MEP will try to improve the rate of retention of these students. To be selected for the program, students must be from an underrepresented minority group, been accepted by a college or university, and working toward a Bachelor of Science Degree in Engineering or Computer Science.

MEP provides a number of services including:

1. Financial aid and scholarship assistance.
2. Freshman year transition support to familiarize the student with the campus and rigors of Engineering and Computer Science Programs.
3. Professional counseling to help the students deal with the special challenges for minorities participating in a field where they are, as yet, underrepresented.
4. A student study center on each campus to provide academic support through peer group study, and individual counseling. Social support is also provided at the centers by affiliates of such groups as the National Society of Black Engineers (NSBE) and the Society of Hispanic Professional Engineers (SHPE).

Funding History

Funds for the support of MESA's minority engineering program are from a variety of sources: University of California, California State University, private foundations and industry. Precise figures on MEP funding were not available for this report. MEP funding is included as part of the MESA budget. The MESA State funding for 1986-87 is reported at \$1.803 million, this figure does not include the private foundation and industry contributions.

Evaluation

The California Postsecondary Education Commission is responsible for conducting and submitting an evaluation of MEP by December 1, 1986. The preliminary analysis in the evaluation report indicates that MEP participants continue in engineering at a higher rate than non-MEP participants. At the University of California, of the Fall of 1982, entering engineering freshman, 47% were still enrolled in engineering three years later, in contrast to 60% of all MEP participants. Of the Fall of 1982 entering engineering freshman at the State University of California, 67% were still enrolled three years later--but not necessarily in engineering. In contrast, 84% of all MEP participants were still enrolled.

The MESA Statewide office issued in 1986 participation data for the Minority Engineering Program. The following data are from this report:

Since MESA began its involvement in California's Minority Engineering Program in 1982/83, enrollment throughout the state has grown steadily. The last two years have produced annual growth rates of 11.7% and 10.5% for a total in 1985/86 of 2,644 students.

Two thirds of these students are Hispanic (66.8%), 3 in 10 are Black (30.9%), and the remainder are American Indian (2.3%). Women constitute 26.2% of MEP's enrollment; 55.4% of the women are Hispanic, and the remainder Black (42.3%) and American Indian (2.3%).

Students who enroll in MEP vary in their levels of preparation. Most of the students come from families with no college background, where the fathers (57.3%) and the mothers (62.0%) have 12 or fewer years of education. Students' high school grade points average 3.3; averages at MEP university centers range from 3.0 to 3.8. At each center, Mexican Americans have a slightly higher precollege GPA than do Blacks, averaging 3.3 and 3.2

respectively. Scholastic Aptitude Test Scores (combined verbal and math) average 963, with scores at centers ranging from 809 to 1134.

Students' course profiles also vary. Most of MEP'S students report taking some advance math in high school. Statewide, 75.9% completed trigonometry and 45.0% report completing calculus. Eight out of ten (82.8%) completed chemistry and over half (57.9%) completed physics in high school. Students averaged over 3.5 years of high school English.

Seven in ten students report a specific major at college, with the largest number pursuing electrical (37.6%) and mechanical (17.4%) engineering. A few (4.9%) MEP students are majoring in other technical fields, such as chemistry. Those students who were enrolled in MEP in Fall, 1985, had a mean cumulative GPA of 2.5; GPA does not differ significantly across majors.

Students are being retained in MEP at high levels throughout the state. By Fall, 1985, nearly 7 in 10 of all students who had ever enrolled in MEP had graduated or were still enrolled in the program. Three-year retention was 65.6%; two-year, 63.3%; and one-year, 79.6%.

MESA's Minority Engineering Programs continue to meet their objectives. The programs enroll students who come from educational and familial backgrounds that typically have provided a very modest level of preparation for the rigors of a major in engineering and technical fields. Yet 2 of 3 of these students are being oriented, counseled, tutored, and retained through their bachelor's degree. Since MESA began its involvement with MEP, 396 students have graduated with degrees in engineering and technical fields. With strong support from the public and private sectors, MESA can continue to help Minority Engineering Programs achieve these levels of success.

CALIFORNIA COMMUNITY COLLEGES TRANSFER CENTER PILOT PROGRAM

The Governor's 1985-86 Budget provided 3.373 million for the first year's funding of a three year Transfer Center Pilot Program. This program, is an intersegmental cooperative effort among the California Community Colleges, the California State University, the University of California, and independent colleges and universities, focuses on underrepresented students--particularly Blacks, Latinos, Native Americans, the disabled and low-income. This project represents the first statewide effort requiring the collaboration of major educational segments to address a common issue, that is, the declining transfer rates and low participation among the aforementioned student groups. The primary goal is to increase the number of community college students who will ultimately transfer to a four-year college or university.

The community colleges assumed primary responsibility for the development of the transfer centers. Each Transfer Center is associated with a minimum of one neighboring CSU and UC campus. Both CSU and UC have agreed to provide visiting representatives on an ongoing basis. Services provided by the centers include, but are not limited to, assistance and advising in such areas as financial aid, admissions requirements and application procedures, articulation, and orientation to baccalaureate study.

Funding History

A total of \$3.373 million was allocated by the Legislature for the intersegmental Transfer Center Project in 1985-86. Community Colleges received \$1.873 million of this amount to house the Transfer Centers and to hire a director and support staff. The CSU and UC received \$750,000 each, of which \$500,000 was allocated to Transfer Center direct support, and \$250,000 to project assistance. Eighteen grants were awarded to 20 colleges (the Los Rios Community College District received one grant for its three colleges). CSU awarded grants to 14 of its campuses, which were named as partners in the funded community college proposals. UC divided its funds among the eight undergraduate campuses of UC.

Numbers Served

The following table provides data depicting the number of clients served and the number and percentage of total school enrollment. This data was reported by the California Community Colleges Status Report on Transfer Center Pilot Program, Sept, 1986.

Evaluation Data

During the first year of implementation there were no funds allocated for the evaluation of the Transfer Center Program. Transfer Centers operated during 1985-86 without knowing exactly what data should be collected, the reporting format, and performance criteria.

In the 1986-87 Budget Act, \$150,000 was allocated for the specific contracting of an external evaluator. The Request for Proposals led to the selection of Berman, Weiler Associates. This evaluation will determine the degree to which Transfer Center activities increased the rate at which students transferred, particularly minority and other underrepresented students. It will also determine, to the extent possible, what Transfer Center activities contribute best towards increasing student transfers. A preliminary evaluation report is expected by the fall of 1987.

Table 1
1985-86 Transfer Center Profile

COLLEGES	INITIAL 1985-86 ALLOCATION	COOPERATING INSTITUTIONS	1985-86 SERVICES BEGAN	# OF STUDENTS SERVED	# AND % UNDERREPRESENTED		
					SERVED BY TRANSFER CENTER	OF TOTAL ENROLLMENT	%
American River ¹	3	UCD, CSUS UOP	10/03/85	671	108	16.1	12.7
Bakersfield ²	\$90,000	UCSB, CSC Bakersfield, USC	11/15/86	395	83	21.0	21.4
Cerritos	90,000	UCI, CSU Fullerton, USC	08/01/85	1,203	346	28.8	34.0
Citrus	62,875	UC Riverside, Cal Poly/Pomona, Azusa Pacific	10/09/85	568	181	31.9	22.6
Compton	90,000	UCLA, CSU Dominguez Hills, USC	09/01/85	1,367	1,299	95.0	89.9
Cosumnes River ²	3	UCD, CSUS UOP	10/01/85	681	209	30.7	18.9
East Los Angeles	90,000	UCLA, CSULA, USC	10/15/85	2,117	1,249	59.0	67.9
Fresno City College	90,000	UCB, UCD, UCSC, CSU Fresno	08/01/85	3,750	750	20.0	29.4
Imperial Valley ²	89,440	UCSD, SDSU, Cal Poly/Pomona, ISU	10/01/85	453	159	35.0	61.6
Laney ²	89,650	UCB, UCD, UCSC, CSU Hayward, Mills College, Holy Names	09/03/85	3,503	1,401	40.0	41.8
Los Angeles City ²	86,823	UCLA, CSULA, USC	09/09/85	1,083	87	8.0	48.1

¹ Underrepresented: Black, Latino, Native American, Disabled, Low Income

² ASSIST site

³ The Los Rios Community College District received an allocation of \$115,698

⁴ Total of Native American population only

⁵ % of Native American population served by transfer center

Table 1
1985-86 Transfer Center Profile

COLLEGES	INITIAL 1985-86 ALLOCATION	COOPERATING INSTITUTIONS	1985-86 SERVICES BEGAN	# OF STUDENTS SERVED	# AND % UNDERREPRESENTED ¹			
					SERVED BY TRANSFER CENTER		OF TOTAL ENROLLMENT	
					#	%	#	%
Mt. San Antonio	90,000	UCR UCI Cal Poly/Pomona University of LaVerne	11/05/85	Not Available	Not Avail- able	Not Avail- able	7,822	28.8
Palomar	60,000	UCSD SDSU, USIU	02/07/86	280 ⁴	111	39.6 ⁵	2,131	13.8
Redwoods	89,646	UCS, CSU Humboldt, UOP ²	09/10/85	778	132	17.0	585	7.3
Sacramento City ³	3	UCD CSUS, UOP	10/02/85	760	367	48.3	3,572	27.2
San Bernardino Valley	90,000	UCR CSU San Bernardino, University of the Redlands, UCB	10/01/85	1,350	473	35.0	3,245	31.8
City College of San Francisco	90,000	UCB SFSU Golden Gate	10/01/85	5,707	2,112	37.0	4,864	21.7
Santa Barbara City	90,000	UCSB Cal Poly/SLO, Westmont	09/03/85	1,135	147	12.0	1,633	16.0
Santa Monica City	90,000	UCLA CSU Northridge, USC, Marymount, Pepperdine	08/06/85	1,731	391	22.6	5,097	22.1
Southwestern	89,927	UCSD SDSU, National University, Holy Names	10/01/85	1,818	727	40.0	3,747	31.2
TOTALS				29,350	10,332	35.2	74,721	29.0

¹ Underrepresented: Black, Latino, Native American, Disabled, Low Income

² ASSIST site

³ The Los Rios Community College District received an allocation of \$115,698

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APPENDIX B

PROPOSED 1987-88 PROGRAM DESCRIPTIONS

PROPOSED 1987-88 PROGRAM DESCRIPTIONS

1. Faculty Participation in High School Accreditation (\$2,389,000, SDE)

PROBLEM: External review is a key to the improvement of the quality of secondary education in California. For the past two years representatives of the State Department of Education, the Western Association of Schools and Colleges (WSAC), the University of California Board of Admissions and Relations with Schools (BOARS), the Academic Senates of the Community Colleges, the State University, and the University of California, have been working together to develop and pilot a more rigorous academic review as a part of high school accreditation. The purpose of this intersegmental effort is to make accreditation a more effective instrument for academic improvement. This new intersegmental effort is a practical approach to reducing the duplication of two separate reviews; it combines the institutional perspective of WSAC with an in-depth look at the school's curricular and instructional programs which is part of the State-mandated Program Quality Review. At the same time the program assists the school in meeting its obligations under the Hughes-Hart Educational Reform Legislation (SB 813) to review instructional programs.

PROPOSAL. Under this proposal to expand the review process, schools not currently in the School Improvement Program would be eligible for a Pursuing Excellence Grant once every three to six years (the average cycle is expected to be five years). Priority will be given to awarding grants to schools with high minority populations. This grant would enable the school to buy teacher time and external expertise during a year-long study of program quality. The process, which includes the use of curriculum consultants, would conclude with practical steps which the school can take to improve the quality of the programs received by students.

2. Postsecondary Programs with Intermediate Schools (\$1,000,000, CSU; \$899,000, SDE)

PROBLEM: Black and Hispanic students continue to be underrepresented in postsecondary education. Recognizing the importance of early intervention and the middle school years, in 1985 the CSU and SDE proposed establishment of the College Readiness Program (CRP) to provide supplemental academic support to students in sixty target intermediate schools with at least 40% underrepresented minority enrollments and enrolling at least 500 students. A total of 183 schools were identified that met these criteria. This proposal was funded for 1986-87 implementation of the CRP in only twenty intermediated schools. Consequently, the number of schools and students being served this year is small compared with those that need assistance. Program expansion is necessary if schools with high minority

populations are to be served.

PROPOSAL: The current level of funding provides resources to support the CRP in only twenty intermediate schools. However, 183 eligible schools have been identified with at least 40% underrepresented minority enrollments. Consequently, 163 schools remain unsupported and unserved by the CRP. In order to make a significant impact on minority students' persistence, graduation and college-going rates, CSU is requesting to expand the program in 1987-88 to work with 85-90 intermediate schools. The precise number of schools will be determined primarily by geographic factors.

3. Regional Cooperation in Student Preparation (\$499,000, SDE)

PROBLEM: The composition of California's population is rapidly changing; by the year 2000 the majority of the state will have a racially or ethnically divergent background. Minority students, however, have in the past not benefited equitably from the state's educational system: they have high elementary and secondary dropout rates, fewer are prepared to meet university admission and performance standards; and they are less likely to complete collegiate work than their Anglo counterparts.

A wide variety of projects and programs has been initiated by California's universities and community colleges designed to improve the preparation of minority students for higher education. These programs include student outreach, emphasizing the dissemination of information, student affirmative action, emphasizing work with individual minority students, professional development for public school teachers, and curriculum improvement to insure that the content of public school courses meets academic expectations.

While there have been notable successes associated with these efforts, better coordination between public schools and higher education institutions would make them more effective. In responding to ACR 83 (Chacon, 1984), a task force representing the segments of public and private education in California stated that these "Individually oriented efforts are important as part of a comprehensive program to assure educational equity, but they cannot be offered on the scale needed to increase access, retention and graduation of the large numbers of low-income and minority students who must be accommodated in the years ahead." The ACR 83 report identified two fundamental factors that must be present for an effective program: The first is an "institutional connection" at the highest levels between elementary, secondary and higher education so that the leadership of the segments is working closely together. The second element is "high expectations" for all students to achieve in school.

The ACR 83 group stipulated that "Colleges and universities must

reassess and redirect where necessary their existing academic, outreach, staff preparation and staff development efforts to increase the schools' capacity to prepare low-income and minority students for college." To respond to this charge, program fragmentation must be reduced and a stronger K-12 education institutional bond must be forged.

PROPOSAL Simply another project or program will not respond to the statewide need for a better organized and coordinated student preparation effort. The SDE, CSU, CC, and UC propose a statewide strategy to improve the representation of minority students through more effective application of existing resources for elementary and secondary educational improvement. This effort will focus on designated high minority elementary, intermediate, and secondary schools, and be designed to increase the numbers of minority students from these schools who ultimately receive four-year college and university degrees. The foundation of this improvement effort will be (1) specific school by school student preparation objectives designed to significantly improve the numbers of minority students prepared for college work, (2) comprehensive assessment of the needs of the schools in each district, and (3) an inventory of the assistance that higher education can provide to assist the schools in meeting objectives.

4. Model Curriculum and Basic Skills Project (1,000,000, Community Colleges)

PROBLEM: There is a need for closer articulation of community colleges and high schools to eliminate the unnecessary repetition of courses of fruitless duplication. Students should be able to move from one course or educational level without loss of time or resources. No student should be required to repeat the same course content for which credit was previously granted.

In addition, the ability of community colleges to prepare students for transfer or for immediate employment depends to a large extent upon the academic preparation a student has received in high school. There is a need for community colleges to work closely with their feeder high schools to encourage students to obtain better preparation for college and to improve articulation of their respective courses and programs in the basic skills and in academic subjects as one means of increasing high school graduates' readiness to undertake college level work.

PROPOSAL: The goal of the high school/community college project is two-fold: to develop statewide model curriculum for articulated "2+2" programs that can be utilized by local high schools and community colleges and to develop local model projects designed to increase the basic skill preparation of high school students for community colleges. Curriculum project: The

purpose of the curriculum project is to develop statewide model curricula for 2+2 programs that can be utilized by local high schools and community colleges to develop articulated programs. The two-plus-two programs allow students to complete the last two years of high school and move smoothly into the next level of courses at the community colleges to complete their programs. Although commonly used to refer to vocational education, the concept is equally appropriate for transfer preparation programs.

5. Puente

(\$150,000, University of California; \$150 Community Colleges)

PROBLEM: Model programs with stable support are needed to improve the transfer rate among underrepresented minority students who often lack college-level skills, especially in reading and writing.

PROPOSAL: The goal of Puente, which means bridge in Spanish, is to reduce the number of Mexican-American students dropping out of the community colleges and to increase the number transferring to four-year institutions. Puente meets this goal through teams composed of English teachers, Mexican-American counselors, and Mexican-American professionals such as lawyers, scientists, and business people. The teams are trained in successful writing and counseling methods based on the cultural values and learning styles of Mexican-American students. The trained teams then conduct year-long writing, counseling, and mentor programs on community college campuses. Working together, the counselor, teacher, and mentor provide students with individual, non-traditional counseling; with writing instruction that improves performance in all college courses; and with personal contact with professionals who serve as role models and mentors. The trained teams receive on-going training. Puente also trains community mentors in successful mentor techniques.

6. Recruitment of Minorities to Teaching (\$1,500,000, CSU)

Problem: California's teacher force is predominately made up of whites while its student population K-12 is increasingly from ethnic minorities. In 1984 11% of teachers were ethnic minorities compared to 44% of students.

Minority teachers are needed:

1. to serve as role models for minority students,
2. to demonstrate to white youngsters early in their lives that persons from ethnic minorities are vital members of the state's professional work force,
3. to assist teacher colleagues, many of whom are from white middle class backgrounds, to understand how best to assist

minority pupils to overcome the obstacles of racial isolation and poverty.

Unfortunately, the number of ethnic minorities coming to college is not great. Many of those students currently in the pool will choose fields which are more rewarding economically - medicine, law, engineering, or business. Those who might select teaching are not introduced early enough to its possibilities and do not begin to prepare themselves early enough to be eligible for college and to succeed in college courses.

PROPOSAL: The overall objective of this program is to increase the number of fully prepared minority students earning preliminary credentials so that the proportion of ethnic minorities in the teaching force more nearly approximate the proportion of minorities in the K-12 student population.

Seven campuses will be selected to mount intervention programs to encourage and assist minorities to enter teaching. At seven CSU campuses whose student population of undergraduate students contains more than the system average for minority students, a New Opportunities in Teacher Education (NOTE) program will be established with the sponsorship of the School of Education. Campuses will be selected on the basis of minority enrollment with particular attention to Hispanic enrollment, and on the basis of minority population in nearby community colleges and secondary schools. One UC campus will be selected to sponsor a recruitment effort in a nearby community college. Each campus will form advisory committees including faculty, teachers, parents, and community leaders to assure that the program meets the needs of the campus and the community.

7. Comprehensive Teacher Education Institutes: Preservice Education
(\$700,000 SDE)

PROBLEM: California is facing the need to recruit and train 85,000 new teachers by 1990. While the prospect of replacing a significant portion of the public school teacher is challenging, the leaders of public education in the state are dedicated to the goal of insuring that the most qualified and best prepared individuals are available to assume classroom responsibilities. A key to the improvement of the teaching profession in the state is the revitalization of teacher preparation programs.

PROPOSAL: The Comprehensive Teacher Institute Program is an intersegmental program supported for the first time in 1986-87 by the Governor and the Legislature which is designed to stimulate the systematic renewal of teacher education programs on university campuses over a four year period. In the initial "planning and initial implementation year," campus academic departments and schools of education along with neighboring school district personnel assess the strengths and weaknesses of

existing programs and develop a plan of action for improvement. Campuses are supported in this activity through allowances of up to \$100,000 for initial planning and implementation and up to \$200,000, \$100,000, and \$50,000 respectively for the first three years of implementation. In the current year, two CSU campuses are receiving planning and initial implementation grants.

To maintain and expand this Comprehensive Teacher Institute strategy for improving the quality of teacher preparation in California, (1) costs of year 1 implementation for the two sites approved in the current year must be funded at \$400,000 and (2) expansion should be authorized to two additional sites (one CSU and one UC campus).

The adoption of the Comprehensive Teacher Education Institute strategy approved by the Governor and the Legislature in the 1986-87 Budget Act has set in motion a variety of campus level efforts to improve teacher education. Participants anticipate three year implementation, and non-participants anticipate that they will eventually be called upon to engage in the improvement effort. If this momentum is not maintained, the state's efforts to improve the quality of the teaching profession will not be able to effectively recover.

8. Curriculum Institutes (\$950,000 SDE)

PROBLEM: The California State Department of Education and the state's public institutions of higher education are developing a comprehensive staff development system to provide training to teachers to strengthen their subject matter background and to improve their instructional methodology. Central to this strategy are curriculum institutes in each of the curricular areas required for high school graduation and college admission. These institutes are to be strategically established on university campuses. To date two such efforts have been initiated on a pilot basis in English/Language Arts and History. These institutes have been very successful in training a cadre of teachers who return to their districts and train others in strategies for improving curriculum and instruction. These pilot institutes have been funded with Federal Chapter 2 funds. The Literature Institute at UCLA has been funded for two years (\$300,000 per year) and a history institute at UC Berkeley has been funded for one year for \$300,000. Minimal Chapter 2 funds will be available in 1987-88 to continue funding existing institutes.

PROPOSAL: This UC, CSU, CC, and SDE joint budget initiative will provide general funding and permanent status to the pilot project institutes and establish new institutes in Visual and Performing Arts and Foreign Languages. The following amounts are planned for the different Institutes: English and Language Arts \$300,000, History \$300,000, Visual and Performing Arts \$200,000,

and Foreign Languages \$150,000.

9. California Writing Project
(\$300,000, University of California)

PROBLEM: The highly successful California Writing Project requires adequate funding for teacher stipends, program administration and evaluation.

PROPOSAL: The California Writing Project seeks to improve the writing skills of students in elementary and secondary schools by focusing on improving the teaching of writing skills. Characteristics of the Project include participation of teachers from all educational levels in intensive summer institutes and year-round workshops, utilization of expertise of successful practicing teachers, writing assignments for teachers, and in-service workshops taught in school districts by program participants. Teachers who participate remain involved as consultants and workshop leaders.

The Project was initially planned and supported by the Berkeley campus in 1973-74 as the Bay Area Writing Project, and as such won national acclaim. Originally the project was subsidized through a series of private grants, funds from the State Department of Education, Title IV-C, and University funds. The University received State support for the program beginning in 1978-79. The 1986-87 California Writing Project budget includes \$547,328 for basic support for all 19 project sites and the central coordination and planning office, and \$149,516 in affirmative action funds to train 200 teachers of minority students. Over the years, this State funding has been supplemented with support from private agencies, which is scheduled to terminate in 1987.

10. University/Schools Cooperative Research and Extension Program
in Education
(\$578,000, University of California)

PROBLEM: There is an on-going need to assure that the latest research results in education be communicated to the school site. The model of agricultural extension can be successfully applied to the field of education.

PROPOSAL: Under the proposed program, research results and ideas for educational improvement will be brought to K-12 schools through extension programs in schools and through work with K-12 teachers, counselors, administrators, and student teachers. Ideas tested in the schools will be disseminated to other schools through in-service training for teachers, counselors and administrators conducted by education extension specialists in conjunction with University faculty and K-12 teachers. The

education extension specialists will be experts in education, including applied educational research. They will be primarily responsible for liaison with the school community, which is the key to the identification of important research questions. Working with the schools, the specialists will apply existing research to educational practice and involve faculty members and K-12 teachers in the design and conduct of new research projects to address school generated issues and questions. They will also be responsible for ensuring timely dissemination of research results to schools as well as the translation of that research into practical guidance for redesigning curricula, improving teaching practice, and developing new instructional techniques and materials. The primary goal of the program is to increase students' capacity to read, communicate, compute, and make judgements in the arts, humanities, social sciences, and sciences so that, by the twelfth grade, they are well prepared for either employment or postsecondary education. The secondary goal of the program is to develop an ongoing capacity for the University and K-12 schools to work cooperatively in solving problems. Funds will be requested in future years to expand the project to other campuses.

11. University Research to Improve School Practice
(\$1,000,000, University of California)

PROBLEM: The state needs an active and ongoing program of educational research, not only to improve the schools but also to maintain present strengths in the face of the dramatic changes presently occurring in California's economy, its population, and its social institutions. The University of California -- as the State's primary institution for research -- must direct additional resources to the examination of school problems and the identification of models for improved educational practice.

PROPOSAL: To respond to this need, the University is requesting \$1 million in 1987-88 for the University Research to Improve School Practice (URISP) program. While the program builds upon a history of concern about the quality and preparation of students entering the University, it goes beyond these traditional concerns to address the need for structural improvement in the State's elementary and secondary schools.

The program will help improve practice in K-12 schools through University faculty research and development projects related to elementary and secondary education, through consolidation and dissemination of research findings; and through ongoing consultation among University faculty members, K-12 teachers and administrators, California State University faculty, and staff from the State Department of Education. The research component will include activities such as the Linguistic Minority Project, which was developed in fall 1984 to meet a growing need in the schools for solutions to the problem of underachievement of among

students from linguistic minority backgrounds; the Task Force on Black Student Eligibility, which is charged with identifying and analyzing the causes of the low rate of Black student eligibility for University admission, and grants to support faculty research and development activities related to the improvement of K-12 schools, including curriculum, instruction, school site management, and testing.

Representatives from K-12, the community colleges and the California State University will assist in identifying high priority research and development activities; funding decisions will be made by University faculty.

APPENDIX C

ASSEMBLY CONCURRENT RESOLUTION 83

ASSEMBLY CONCURRENT RESOLUTION 83

RESOLUTION CHAPTER 68

Assembly Concurrent Resolution No. 83
-- Relative to postsecondary education

(Filed with Secretary of State
July 6, 1934)

LEGISLATIVE COUNSEL'S DIGEST

ACR 83, Chacon Postsecondary education low-income and underrepresented ethnic minority students

This measure would request the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, the Association of Independent Colleges and Universities, the State Board of Education, and the Superintendent of Public Instruction to cooperatively adopt a plan and, based on the plan, make recommendations for specific actions that will strengthen the college preparation of low-income and underrepresented ethnic minority students in junior and senior high school so that eligibility for, and enrollment in, postsecondary education institutions will more adequately reflect the number of these students.

This measure would request that this plan be submitted to the Legislature by July 1, 1935, and would request that the plan and its recommendations perform certain functions in furthering the achievement of the goals of this measure, including an annual progress evaluation.

WHEREAS The Legislature recognizes that the ethnic composition of California society is becoming increasingly heterogeneous and

WHEREAS, It is the intent of the Legislature that all people, regardless of their previous educational background, should have the opportunity to proceed as far as their abilities allow them to in the completion of high-quality programs at the elementary, secondary, postsecondary, and graduate levels, and

WHEREAS, The Legislature recognizes that unless increased numbers of ethnic minority and low-income people are educated at California colleges and universities to be prepared to fill highly skilled jobs, California will be unable to increase the supply of teachers from underrepresented groups and will have considerable difficulty meeting the challenges of future economic and technological growth, and

WHEREAS, The Legislature recognizes that equal educational opportunities for ethnic minority and low-income people will help enhance the education of all students and prepare them for life in a culturally and linguistically pluralistic society, both at home and abroad, and

WHEREAS, The Legislature recognizes that efforts to expand equal educational opportunities for individuals from underrepresented groups should not lessen the admissions requirements or academic standards at public institutions of higher education, and

WHEREAS, The Legislature recognizes that expanding educational opportunities for all people is a shared responsibility of educational institutions on all levels, requiring the cooperative efforts of these institutions, as well as comprehensive institutional efforts coordinating all existing school and campus resources now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, the Association of Independent Colleges and Universities, the State Board of Education, and the State Superintendent of Public Instruction, working through a task force chaired by the Director of the California Postsecondary Education Commission, are hereby requested to cooperatively adopt a plan that will systematically review and assess all existing public and private educational institution programs and on the basis of that assessment make specific recommendations for action that will do the following

(1) Significantly strengthen the college preparation of low-income and underrepresented ethnic minority students in junior and senior high schools so that, by 1990, the income and ethnic composition of secondary school graduates eligible for admission to public four-year colleges is at least equal to or greater than the income and ethnic composition of secondary school graduates generally

(2) Sufficiently expand and reorganize necessary academic and student support activities at the community colleges as well as expand the necessary cooperative activities by the four-year institutions, so that, by 1990, the income and ethnic composition of students completing vocational technical programs or transferring from community colleges into four-year institutions is at least equal to the income and ethnic composition of students enrolling in community colleges

(3) Sufficiently strengthen and reorganize the necessary academic and support services so that, by 1995, the income and ethnic composition of baccalaureate degree recipients from California colleges and universities is at least equal to

the income and ethnic composition of secondary school graduates in 1990, and be it further

Resolved, That this resolution is particularly concerned with individuals from economic, ethnic, or racial backgrounds who have been historically underrepresented in postsecondary education, and be it further

Resolved, That this plan and its recommendations for action do the following

(1) Emphasize shared responsibility for cooperative, coordinated efforts by the secondary, postsecondary, and graduate institutions

(2) Identify priorities for action and the institutions responsible, as well as the resources required for implementing these actions

(3) Involve comprehensive institutional efforts coordinating all existing school and campus resources to meet the educational needs of all students

(4) Coordinate these strategies with efforts to implement the "Statement on Competencies in English and Mathematics Expected of Entering Freshmen" prepared by the statewide serates of the three postsecondary education segments

(5) Include a mechanism to evaluate annually progress by each of the segments to the achievement of the goals identified above and be it further

Resolved That the Chief Clerk of the Assembly transmit a copy of this resolution to the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, the Association of Independent Colleges and Universities, the State Board of Education, the Superintendent of Public Instruction, and the Director of California Postsecondary Education Commission

APPENDIX D

ASSEMBLY CONCURRENT RESOLUTION 83
TASK FORCE RECOMMENDATIONS

Summary of Recommendations

		Implementing Agent					
		State Superintendent of Public Instruction	President, University of California	Chancellor, The California State University	Chancellor, California Community Colleges	President California Association of Independent Colleges and Universities	Commissioners of the Western Association of Schools and Colleges
1.	Clarifying school and college responsibilities						
1.1	Clarifying the responsibilities of the schools	x					
1.2	Clarifying college and university responsibilities		x	x	x	x	
1.3	Clarifying college and university counseling, coordination, and cooperation responsibilities		x	x	x	x	
2.	Assuring improvement in the public schools	x	x	x	x	x	
2.1	Providing information for elementary school students and their parents	x					
2.2	Reviewing junior high schools	x					
2.3	Assessing eighth-grade students' basic academic skills	x					
2.4	Assuring high school counseling, advising, and diagnostic testing	x					
2.5	Inaugurating school-college partnerships for school improvement	x					
2.6	Assuring a full range of advanced classes in high school	x					
3.	Increasing higher education's services to the schools		x	x	x	x	
3.1	Participating in school-college partnerships		x	x	x	x	
3.2	Reassessing outreach and other school services		x	x	x	x	
3.3	Including multi-cultural emphasis in teacher education		x	x		x	
3.4	Recruiting outstanding low-income and minority students into the teaching profession		x	x		x	
3.5	Offering in-service programs for school teachers and administrators		x	x	x	x	
3.6	Undertaking action research on school problems		x	x		x	

Summary of Recommendations (continued)

	Implementing Agency					
	State Superintendent of Public Instruction	President, University of California	Chancellor, The California State University	Chancellor, California Community Colleges	President California Association of Independent Colleges and Universities	Commission of the Western Association of Schools and Colleges
4. Expanding higher education's services to underrepresented students	x	x	x	x	x	
4.1 Getting outreach and admissions staff to view potential students as potential graduates		x	x	x	x	
4.2 Expanding summer bridge and orientation programs		x	x	x	x	
4.3 Increasing faculty participation in tutorial programs		x	x	x	x	
4.4 Assuring University and State University faculty assistance to community college faculty		x	x			
4.5 Providing adequate academic and career advising		x	x	x	x	
4.6 Assuring community college assistance to potential transfer EOPS students				x		
4.7 Expanding evaluation of special support programs		x	x	x	x	
5. Improving educational information						x
5.1 Refining the Department of Education's data system	x					
5.2 Issuing community college student performance reports				x		
5.3 Improving public university student performance reports		x	x			
6. Involving accreditation						
6.1 Emphasizing student competence in accreditation						x
6.2 Assuring higher education participation in school visits		x	x	x	x	
6.3 Examining the effectiveness of the transfer function						x
7. Assessing equity efforts						x
7.1 Reviewing of outreach and access programs by the California Postsecondary Education Commission						x
7.2 Segmental reviewing of academic and student support plans and programs by the segments		x	x	x	x	x
7.3 Periodic reassessing of progress on equity by the California Postsecondary Education Commission						x

Expanding Educational Equity in California's Schools and Colleges

California Postsecondary Education Commission Report 87-9

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985

Other recent reports of the Commission include

86-30 Conflicts in State Policies Governing Undergraduate Enrollment at California's Public Universities. An Analysis in Response to Language in the Supplemental Report of the 1985 Budget Act (December 1986)

86-31 Student Financial Aid in California. To Close the Widening Gvire (December 1986)

86-32 Effects of the Mandatory Statewide Fee on California Community College Enrollments. A Staff Report to the California Postsecondary Education Commission (December 1986)

86-33 Retention of Students in Engineering. A Report to the Legislature in Response to Senate Concurrent Resolution 16 (1985) (December 1986)

86-34 Evaluation of the California Mathematics Project. A Report to the Legislature in Response to Senate Bill 424 (Chapter 196 of the Statutes of 1986) (December 1986)

86-35 Health Sciences Education in California, 1985-86. The Fourth in a Series of Biennial Reports to the Governor and Legislature in Response to Assembly Bill 1748 (Chapter 600, Statutes of 1976) (December 1986)

86-36 1986 Reauthorization of the Federal Higher Education Act of 1965. A Staff Report to the California Postsecondary Education Commission (December 1986)

86-37 The State Appropriations Limit: The 'Gann Ceiling'. A Presentation to the California Postsecondary Education Commission by Kevin Gerard Woolfork and Suzanne Ness (December 1986)

86-38 Expanding Educational Opportunities for Students with Disabilities. A Report to the Governor and Legislature by the Intersegmental Planning Committee on Assembly Concurrent Resolution 3 (Published for the Committee by the California Postsecondary Education Commission, December 1986)

87-1 Statewide Fees in the California Community Colleges. A Report to the Governor and the Legislature in Response to Assembly Bill 1xx (1984) (February 1987)

87-2 Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1975-1985. The Fourth in the Commission's Series of Biennial Reports on Equal Employment Opportunities in California's Public Colleges and Universities (February 1987)

87-3 Issues Related to Funding of Research at the University of California. A Report to the Legislature in Response to Supplemental Language in the 1985 Budget Act (February 1987)

87-4 The California State University's South Orange County Satellite Center. A Report to the Governor and Legislature in Response to a Request from the California State University for Funds to Operate an Off-Campus Center in Irvine (February 1987)

87-5 Proposed Construction of San Diego State University's North County Center. A Report to the Governor and Legislature in Response to a Request for Capital Funds from the California State University to Build a Permanent Off-Campus Center of San Diego State University in San Marcos (February 1987)

87-6 Interim Evaluation of the California Student Opportunity and Access Program (Cal-SOAP). A Report with Recommendations to the California Student Aid Commission (February 1987)

87-7 Conversations About Financial Aid. Statements and Discussion at a Commission Symposium on Major Issues and Trends in Postsecondary Student Aid (February 1987)

87-8 California Postsecondary Education Commission News, Number 2 [The second issue of the Commission's periodic newsletter] (February 1987)

87-10 The 1987-88 Governor's Budget. A Staff Report to the California Postsecondary Education Commission by Suzanne Ness and Kevin Gerard Woolfork (February 1987)